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ABSTRACT

This curriculum guide consists of materials for use in teaching the first year of a two-year course in marketing and distributive education. Included in the guide are field review information, an introduction, a course outline, unit outlines for use in the first and second semesters of the course, and a bibliography. Topics addressed in the first semester of the course are an overview of marketing, the functions of marketing, the functions of marketing and the free enterprise system, forms of business organization, marketing management, marketing skills, social skills and marketing, beginning skills, and areas of marketing. Covered during the second semester of the course are self-awareness, values clarification, decision making, developing a career-life plan, job search skills, job interview and placement skills, and job maintenance. Each unit contains some or all of the following: a unit outline; a statement of purpose; and a lesson plan that consists of correlated lists of topics, behavioral objectives and learning activities, and related resources as well as one or more supplements in the form of activity sheets, handouts, transparency masters, and survey instruments. (MN)

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CURRICULUM GUIDE

FOR

MARKETING AND DISTRIBUTIVE EDUCATION

(First Year)

U.S. DEPARTMENT OF EDUCATION
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SOUTH CAROLINA DEPARTMENT OF EDUCATION

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ACKNOWLEDGMENTS

The South Carolina Office of Vocational Education in cooperation with marketing and distributive education teachers, has developed this Curriculum Guide for use in the first year of marketing and distributive education.

Serving as resource persons for the committee were Tim Coffey, State Supervisor for Marketing and Distributive Education, and Jewell Carmichael, District Consultant for Marketing and Distributive Education. Dr. Sam M. Greer, Assistant Dean for the School of Consumer Science and Allied Professions at Winthrop College served in an advisory capacity. Development and compilation was directed by Margaret R. Gregory, Vocational Curriculum Designer, Vocational Curriculum Development Section, State Department of Education. Other Vocational Curriculum Development Section staff members who helped produce this Guide were Patricia E. Kinsey, Editor, and Barbara Richardson, Typesetter. Graphics were provided by Jeannie Stricklin, a student at Lexington I Area Vocational Center.

The following members of the Curriculum Committee provided the expertise in the content area.

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FIELD REVIEW

The field review of the **First-Year Marketing and Distributive Education Curriculum Guide** was conducted in the fall of 1983. The teachers involved were Tina Lee (Midland Valley High School), Patti Pinn Chapman (Spartanburg High School), Don McInnis (Westside High School), Lynn White Floyd (F. E. DuBose Vocational School), John Epting (Newberry Vocational School), Kathy Pinner (Goose Creek High School), Ellen Vaughan (Lower Richland High School), and Jean Abbott (Aynor-Conway Career Center).

Copies of the Guide were mailed to the review team. Therefore, no inservice or discussion was held concerning the parts of the Guide or the method for using it. Some of the comments on the summary form reflected this procedure. The review team concluded that an inservice is necessary before distributing any curriculum materials whether individual or group-oriented.

Overall, the response was positive with little changes. The Guide is just that -- a guide. Where the respondant indicated more or less time was needed, the writing team's answer was that the teacher has the flexibility to adapt the materials to the needs of the students. The suggested time was to be used as a reference point. Not all learning activities must be completed and some may be added according to the available resources in the community.

Not all sections are required for the student to complete the course. However, if all sections are at least reviewed, the student will have a well-rounded knowledge of introductory level marketing and distribution.

An important feature of this Curriculum Guide is that a new teacher will have some source of direction and will be consistent with course content of other teachers throughout the state.

The State Office of Vocational Education appreciates the time and effort the field review team put into critiquing the Guide.

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INTRODUCTION

Vocational education in South Carolina is constantly striving to provide the most relevant and useful curriculum materials for use by the teachers in the classroom. Because of this commitment to the teachers and vocational directors, the Office of Vocational Education has produced the *First-Year Marketing and Distributive Education Curriculum Guide.*

This guide is organized into two general areas of marketing fundamentals (first semester) and marketing careers (second semester). For the teacher's convenience, each unit within these two areas is given an outline and a suggested instructional time. This allows for better coordination throughout the school year.

Besides the outline, each unit contains behavioral objectives, learning activities, and related resources. This should in no way limit the teacher in presenting the concepts but should provide a format from which to build.

FIRST-YEAR MARKETING AND DISTRIBUTIVE EDUCATION

First Semester

Course Outline	Suggested Instructional Time	Page
1. Overview of Marketing	2 weeks	3
2. Functions of Marketing	2 weeks	10
3. Economics of Marketing and The Free Enterprise System	2 weeks	19
4. Forms of Business Organization	1 week	24
5. Marketing Management	1 week	27
6. Marketing Skills	1 week	32
7. Social Skills and Marketing	1 week	36
8. Beginning Skills	2 weeks	55
9. Areas of Marketing	6 weeks	67

Second Semester

1. Self-Awareness	3 weeks	77
2. Values Clarification	2 weeks	90
3. Decision Making	3 weeks	99
4. Developing a Career-Life Plan	2 weeks	116
5. Job Search Skills	2 weeks	128
6. Job Interview and Placement Skills	4 weeks	137
7. Job Maintenance	2 weeks	149

Teaching time: 2 weeks

OVERVIEW OF MARKETING

UNIT OUTLINE

I. Introduction

II. Marketing Concept

III. Marketing Terms

IV. Environmental Aspects of Marketing

V. The "You" Approach to Marketing

VI. The Responsibilities of Marketing

VII. Review and Evaluation

GENERAL PURPOSE: To provide a basic understanding of marketing in relation to the total economy. The student will become familiar with marketing characteristics and marketing practices. From this study, the student will receive assistance in evaluating his/her role in the marketing field – as a worker or as a consumer.

UNIT: Overview of Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
I. Introduction	Following a discussion on the overview of marketing, the student will be able to describe in general terms the marketing revolution and the environmental aspects of marketing with 90% accuracy.	(T) 1. Introduce the unit by discussing and defining marketing—the total concept.	*Business Principles & Management* *Retail Merchandising* *Marketing in Action* *Retailing: Principles and Practices* *Marketing: Practices and Principles*
		(T) 2. Assign related reading material in preparation for unit's work.	*Marketing in Action*, Chapter 1 *Your Career in Marketing*, pp. 10-42 *Fundamentals of Selling*, pp. 14-20
II. Marketing Concept	Given the concepts in marketing, the student will be able to name at least three and describe the responsibility of marketing with 80% accuracy.	(T/S) 1. Discuss the assigned reading focusing on marketing concepts and the responsibility of marketing.	
III. Marketing Terms	Given the list of marketing terms, the student will be able to identify each term with 70% accuracy.	(T/S) 1. List and define the marketing vocabulary in the references.	*Marketing in Action*, Index *Your Career in Marketing*, Index
		(T/S) 2. Discuss the Five Rights of Marketing. Stress the importance of efficient distribution of each.	*Marketing Sales Promotion and Advertising*, Chapter 1
IV. Environmental Aspects of Marketing	Given the definition of marketing, the student will be able to describe how the behavioral sciences influence marketing and free enterprise with 85% accuracy. This description will be in written form (one-page limit).	(T) 1. Define and discuss the relationship between marketing and the behavioral sciences. List the behavioral sciences.	*Marketing in Action*, Chapter 1, Part B *Marketing Sales Promotion and Advertising*, Chapter 1 Supplement 1

UNIT: Overview of Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(T) 2. Discuss marketing as: a) based on knowledge of people. b) responsible to society's needs. c) a free enterprise system. (T) 3. Compare the free enterprise system of the United States with other countries such as Red China or the Soviet Union where production is controlled.	
V. The "You" Approach in Marketing	Given the role of marketing management, the student will be able to describe the marketing concept where emphasis is placed on the buyer rather than the seller and identify three methods used in influencing the buyer.	(T) 1. Explain the "you" approach to marketing and how the "customer is always right." (T/S) 2. Discuss three statements. a) Customers are more interested in themselves than they are in the people doing the marketing. b) Without customers there would be no market. c) The customer is king since emphasis is placed on the buyer rather than the seller.	

UNIT: Overview of Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(T/S) 3. Discuss the role of market management. a) Understand the buyer. b) Help the buyer make the best selection. c) Increase profits. (T) 4. Assign related reading materials and word study.	*Marketing in Action,* Chapter 1, Part C *Fundamentals of Selling,* Chapter 1
VI. The Responsibility of Marketing	Provided instruction on the responsibilities of marketing, the student will be able to describe product image, corporate image, and brand image with 80% accuracy.	(T) 1. Explain the responsibilities of marketing. (T/S) 2. Discuss the responsibility of marketing through the use of: a) the Five Rights of Marketing. b) marketing terms such as corporate, product, and image. c) the "you" approach." (T/S) 3. Divide class into two groups. a) Have Group I select one relatively unknown product and build a product image campaign.	*Marketing in Action,* Chapter 1 *Your Career in Marketing,* Part 4

UNIT: Overview of Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		b) Have group II develop a short survey to determine how members of the class feel about the selected product before the image building campaign. After the campaign, conduct the survey again to determine if the product image has changed.	
VII. Review and Evaluation	Provided a teacher-made test on the overview of marketing, the student will be able to demonstrate a knowledge of what marketing is about, its characteristics, and its practices with 80% accuracy.	(T) 1. Compile and administer a teacher-made test on marketing, its characteristics, and its practices. (T/S) 2. Return the graded tests to the students for a discussion on questions missed. Place the test in their notebooks for future reference.	

ENVIRONMENTAL ASPECTS OF MARKETING VOCABULARY

Economics: The study of how people make and spend their income

Psychology: A study of individual behavior

Social Psychology: A study of the behavior of individuals as affected by groups

Sociology: The study of the behavior of groups

Anthropology: The study of mankind in the primitive state

Behavioral Sciences: All of the sciences that draw content from human behavior

Technology: Can be thought of either as applied science or a sudden or unusual discovery which advances our capacity to produce or to change our level of living

OVERVIEW OF MARKETING

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Teaching time: 2 weeks

FUNCTIONS OF MARKETING

UNIT OUTLINE

I. Introduction

II. Adding Value Through Marketing

III. Buying and Selling

IV. Transporting

V. Storing

GENERAL PURPOSE: To assist students in obtaining a working knowledge of the functions of marketing and in understanding that these functions add value to goods and services.

UNIT: Functions of Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
I. Introduction	Following a classroom discussion on the functions of marketing, the student will be able to describe and define marketing functions with 80% accuracy.	(T) 1. Introduce unit by defining the word *function*. Explain how marketing functions add value to goods and services. Assign related reading.	*Marketing in Action*, Chapter 2
II. Adding Value Through Marketing	Given a classroom discussion on functions of the middleman/woman, the student will be able to explain the role of the middleman/woman in relation to the total economic system with 80% accuracy.	(T) 1. Discuss the role of the middleman/woman. a) Not necessary in all cases b) Adds value to goods and services through place, time, possession, and form utilities c) Comparison of profit cost of goods and services d) Buying and selling goods and services e) Types of transportation used f) Facilitating functions: (1) grading (2) financing (3) risk bearing (4) obtaining and evaluating market information	*Marketing in Action*, Chapter 2 Supplement 1
		(T/S) 2. Define and discuss marketing terms. Have students make complete sentences or write a paragraph using all the terms.	*Marketing in Action*, Chapter 2 *Fundamentals of Selling*, Chapter 1 Supplement 2

UNIT: Functions of Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
III. Buying and Selling	Given the five basic buying decisions, the student will be able to describe each decision and demonstrate the procedure used in selling an item. The demonstration must be rated acceptable by the instructor.	(T/S) 1. Ask the students to brainstorm using the following questions. Write answers on the board. a) Why do you buy? b) Why do people buy? (T) 2. Discuss careful shopping, impulse buying, convenience buying, and specialty buying. (T/S) 3. Describe and discuss the five basic buying decisions. a) Need b) Good or service c) Source d) Price e) Time Control of each step is important. (T) 4. Describe and discuss AIDA. Demonstrate how the sales person can lead the customer using the AIDA formula. A=Attract the customer's interest. I =develop Interest in the product. D=create a Desire for the product. A=induce Action to buy.	*Marketing in Action*, Chapter 2 *Fundamentals of Selling*, Chapter 1

UNIT: Functions of Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(T) 5. Discuss the needs-satisfaction theory. Demonstrate how the salesperson should analyze the product and find its selling points. (S) 6. Provide the students with a saleable item and have them sell it to a classmate. Demonstrate the AIDA formula and the needs-satisfaction theory.	*Fundamentals of Selling*, p. 59
IV. Transporting	Provided five perishable and non-perishable goods, the student will be able to describe the best method for transporting each item with 80% accuracy.	(T) 1. Discuss the importance of getting the goods to the right place, on time, and in the right condition. (T) 2. Discuss the special transporting procedures for perishable goods. (T/S) 3. Discuss ways in which items are transported from producer to consumer. List hard to transport items and items that need little attention.	*Marketing in Action*, Chapter 1 *Fundamentals of Selling*, p. 351 Supplement 3
V. Storing	Given a list of ten types of businesses, the student will be able to determine the correct storage facility with 80% accuracy.	(T) 1. Define and discuss the three kinds of storage facilities and the importance of having goods accessible. a. Private storage b. Public storage c. Distribution center	*Marketing in Action*, Chapter 2 *Fundamentals of Selling*, p. 395

UNIT: Functions of Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(T/S) 2. Take each type of storage facility and list an appropriate business use of each.	

Standardizing: Using measurable characteristics of a product to establish specifications

Grading: A process of sorting out various products by size or quality

Uncertainty: A risk that cannot be shifted by insurance

Trade Paper: A special publication devoted to a particular field or industry

Questionnaire: A list of questions designed to either be mailed to potential respondents or asked during a personal interview

Private Investigations: Attempts to solicit information directly or indirectly from customers

Internal Records: Those records that are available in the file of the business itself

Trade Associations: A group of people in a common line of business who have joined together to promote the interests of their trades.

Middleman/Woman: A person who assists in moving goods from the producer to the customer

Wholesaler: A middleman/woman who buys from producers or other wholesale dealers and resells to retailers or institutional users such as hospitals and schools

Retailer: A middleman/woman who performs the last step in the marketing process—selling the good to the consumer

Marketing Channel: The route along which goods flow

Profit: The amount of sales income left over after all expenses have been paid

Package Cars: An entire car (carload lot) on a train whereby special rates can be obtained

Pool Cars: A car shared by shippers to cut expenses

The Unitized Train: A shuttle service between the producer of a particular good and the consumer of that good

Piggyback Service: Shipping loaded truck trailers on flat railroad cars

Refrigeration and Other Services: Available for perishables

Common Carriers: Trucks which generally will haul any good for anyone to any place

Private Carriers: Trucks owned and operated by business firms and individuals who confine their transporting of goods and services to their own products

Contract Carriers: Trucks which have negotiated special agreements with certain customers and limit their services to these persons

FUNCTIONS OF MARKETING

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Teaching time: 2 weeks

ECONOMICS OF MARKETING AND THE FREE ENTERPRISE SYSTEM

UNIT OUTLINE

I. Introduction

II. Economic Problems

III. Economic System

IV. The Free Enterprise

GENERAL PURPOSE: To provide concepts of the economics of marketing and to present a study of the free enterprise system. This enables the students to relate the knowledge in a concrete way to their own career objectives in marketing.

UNIT: Economics of Marketing and the Free Enterprise System

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
I. Introduction	Following a class discussion on economics, the student will be able to define the term economics and relate it to marketing with 80% accuracy.	(T) 1. Prepare a bulletin board or poster series on economic resources, etc. to set the climate for unit discussion. (T) 2. Provide a general introduction of the purpose, scope and importance of the unit. (T) 3. Define and discuss economics. (T) 4. Assign related reading.	*The Economics of Marketing,* pp. 1-8 *Marketing In Action,* pp. 50-52
II. Economic Problems	Given a discussion of economic problems, the student will be able to name and describe four basic problems of the various economic systems with 80% accuracy.	(T) 1. Describe and discuss the four basic allocation questions of various economic systems. a) What goods and services shall be produced? b) How shall the goods and services be produced? c) How much can be produced? d) For whom should the goods and services be produced?	*Marketing in Action,* pp. 51-55

UNIT: Economics of Marketing and the Free Enterprise System

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
III. Economic System	After having researched the difference among the three types of economics, the student will be able to explain the advantages of the American market economy over the other systems with 70% accuracy.	(T) 1. Discuss the three characteristics that all economic systems have in common. a) Consumers b) Business firms c) Government	*Marketing in Action,* Chapter 3
		(T) 2. Invite a guest speaker to discuss these topics. a) Market (free enterprise) economy b) Direct economy c) Traditional economy	*Marketing in Action,* p. 53
		(T/S) 3. Organize a panel discussion on the three types of economy. a) A select number of students should represent each of the types of economy. b) Students of each type economy should make up goals for their type. c) A presentation by each group of their goals should be given to the class. d) Pro's and con's of each set of goals should be discussed.	*The Economics of Marketing,* Chapter 3 *Marketing in Action,* Chapter 1

UNIT: Economics of Marketing and the Free Enterprise System

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
IV. The Free Enterprise System	Given a description of the American free enterprise economy, the student will be able to identify the major goals of the American economic system and describe how it is organized to achieve those goals with 80% accuracy.	(T) 1. Discuss the characteristics of the American free enterprise economy. (T) 2. Define the free enterprise system by discussing the following. a) Freedom of choice b) Freedom of enterprise c) Freedom of occupational choice d) Freedom of competition e) Freedom to own property (T) 3. Explain the difference between the free enterprise system and the modified free enterprise system. (T/S) 4. Write the terms introduced in this unit on the board and have students write their definitions. Compare and discuss the differences. (T) 5. Discuss the major economic goals of the free enterprise system. a) Freedom d) Stability b) Efficiency e) Justice c) Growth f) Security (T) 6. Invite a guest speaker to come to class to discuss the American free enterprise system.	*The Economics of Marketing,* Chapters 1 and 2 *Marketing in Action,* Chapter 3 *Your Career in Marketing,* Part 4

ECONOMICS OF MARKETING AND THE FREE ENTERPRISE SYSTEM

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Teaching time: 1 week

FORMS OF BUSINESS ORGANIZATIONS

UNIT OUTLINE

Types of Ownerships

GENERAL PURPOSE: To instruct students about various types of organizations and the advantages and disadvantages of each. However large or small a business may be, it must have a plan of organization in order to be successful. Various functions or responsibilities have to be performed for each type organization. This information has a direct relationship to the student's career in marketing either as an employer or employee.

UNIT: Forms of Business Organization

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
Types of ownerships (or organizations)	Provided the four types of organizations, the student will be able to describe the functions of each and their strengths and weaknesses with 70% accuracy.	(T) 1. Describe and discuss the four types of business ownerships. Write them on the board for discussion purposes. a) Sole proprietorship b) Partnership c) Cooperatives d) Corporations (T) 2. Assign related reading on ownerships. (T) 3. Invite a guest speaker to discuss the four types of ownerships or organizations. Allow time for a question and answer period. (T/S) 4. Have the students list the strengths and weaknesses of each type of ownership. (T/S) 5. List the advantages or disadvantages of each of the four types of ownerships or organizations on the board or as a transparency. Discuss each using the students' reports.	*Retailing Merchandising*, Chapter 2 *Small Business Management*, pp. 75-101 *Marketing in Action*, pp. 69-74

FORMS OF BUSINESS ORGANIZATION

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Teaching time: 1 week

MARKETING MANAGEMENT

UNIT OUTLINE

I. Management

II. Managerial Functions

III. Management Charts

IV. Types of Leadership

GENERAL PURPOSE: To instruct students in the role and responsibilities of management; to gain the cooperation of employees and motivate them to produce more; to help employees obtain satisfaction from their work; and to make a profit for the business.

UNIT: Marketing Management

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
I. Management	Given a discussion on roles of management and labor, the student will be able to define the role of management and compare it to the role of labor with 70% accuracy.	(T) 1. Introduce the unit by describing the role of management and the role of labor and their relationship. Use Supplement 1 for illustration.	Supplement 1
II. Managerial Functions	Given the four managerial functions, the student will be able to describe each with 80% accuracy.	(T) 1. Assign related reading on managerial functions	*Psychology and Human Relations in Marketing*, pp. 85-114
		(T) 2. Present and discuss the four managerial functions. a) Planning b) Organizing c) Directing d) Controlling	
		(T) 3. Assign related reading regarding the four functions.	*Principles of Management*, pp. 42, 108, 130, 176
		(S) 4. Develop a roleplaying situation and demonstrate the performance of each function.	
III. Management Charts	After having researched management charts, the student will be able to explain the difference in verticle and horizontal charts with 80% accuracy.	(T) 1. Make a bulletin board with the vertical division and horizontal division to illustrate the concept.	*Psychology and Human Relations in Marketing*, p. 62

UNIT: Marketing Management

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(T) 2. Explain the characteristics of vertical and horizontal division of work.	
		(T) 3. Compare and contrast the vertical and horizontal divisions of work.	
		(S) 4. Have students make a vertical or horizontal chart for a hypothetical small business.	
		(S) 5. Have students select a business and make a chart for that business. Put charts on display in the classroom.	
IV. Types of Leadership	Given a discussion on types of leadership, the student will be able to name and describe the three types of leadership and give at least two examples of each.	(T) 1. Assign related reading on types of leadership.	*Psychology and Human Relations in Marketing,* pp. 66-68
		(T) 2. Discuss the three types of leadership. a) Democratic leader b) Autocratic leader c) Free-rein leader	
		(S) 3. Write a one-page paper on the three types of leadership. State which type you would prefer to work under and which type leader you would rather be.	

ROLE OF MANAGEMENT AND LABOR

EMPLOYERS	EMPLOYEES
Management	Workers
Managerial	Technical

STAFF	LINE
Management	Workers
Employers	Employees

MARKETING MANAGEMENT

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Teaching time: 1 week

MARKETING SKILLS

UNIT OUTLINE

I. Language Skills
   A. Reading Comprehension
   B. Listening Comprehension
   C. Writing Skills

II. Mathematical Skills

GENERAL PURPOSE: To provide an opportunity for improvement in the basic marketing skills so that students can function at a level which will enable them to pursue a marketing career.

- UNIT: Marketing Skills

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
I. Language Skills			
A. Reading Comprehension	Provided a case study, the student will be able to demonstrate reading comprehension by completing a teacher-developed test about the case study with 80% accuracy.	(T) 1. Introduce the unit by emphasizing the importance of reading directions accurately. (T) 2. Present case studies or situations of poor communication. Stress how reading correctly could have prevented the problem. (T) 3. Emphasize direction reading in relation to merchandise assembling and merchandise repair. (T) 4. Emphasize the importance of being able to read job applications.	*Your Career in Marketing*, p. 146 *Activities in the World of Work*, pp. 51-57
B. Listening Comprehension	Given a situation where a person is giving a presentation, the student will be able to cite gestures, expressions, and body movements, and write a one-paragraph summary of the presentation with 70% accuracy.	(T) 1. Lead a discussion in developing listening comprehension with these questions. a) Do you really hear what you think you do? b) Do you pay attention to gestures, expressions, and body movements? (T) 2. Use a tape recorder to instruct in listening comprehension.	*Your Career in Marketing*, pp. 146-147

UNIT: Marketing Skills

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
C. Writing Skills	After having reviewed writing skills, the student will be able to write a letter of application, complete a personal data sheet, and fill out a job application form with 80% accuracy.	(T) 1. Explain the procedure in writing a letter of application. (S) 2. Write an application letter and discuss the contents and procedure with class. (T) 3. Explain and demonstrate the procedure for filling out an application form. (S) 4. Practice filling out an application form. (T/S) 5. Discuss the information required in a personal data sheet and its purpose. (S) 6. Write a personal data sheet which could be used for an employment interview.	*Succeeding in the World of Work*, pp. 31-42 *Activities for Succeeding in the World of Work*, pp. 39-50
II. Mathematical Skills	Given a pretest on basic mathematics, the student will be able to complete the test with 90% accuracy.	(T) 1. Review basic mathematical computations. (S) 2. Complete examples of the different types of mathematical computations. (T) 3. After identifying individual student's difficulties, provide math drills. Instructor should ask math teacher for assistance in securing teaching materials.	*Activities for Succeeding in the World of Work*, pp. 106-111

MARKETING SKILLS

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Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work.* 2d ed. Bloomington, Ill.: McKnight Publishing Co., 1975.

Teaching time: 1 week

SOCIAL SKILLS AND MARKETING*

Unit Outline

I. Meaning and Scope of Social Skills

II. Components of Social Skills
   A. Physical Qualities
      1. Meaning and importance of grooming and personal appearance
      2. Build morale and increase self-confidence
      3. Make positive impression on others
      4. Attract friends
   B. Personal Traits (Understanding Oneself)
      1. Initiative
      2. Perseverance
      3. Ability to think
      4. Cooperativeness
      5. Adaptability
      6. Ability to get along with others
      7. Value appraisal
   C. Emotional Maturity (The Mature Person)
   D. Personality

III. Communications

IV. Review and Evaluation

GENERAL PURPOSE: To orient students to the components of social skills and their relevancy to job success in the field of marketing and distribution. Attention is focused on the personal qualities and social skills required for employability. Students will develop an understanding of ways to strengthen desirable traits and to maintain harmonious relationships with other people.

*The teacher is not obligated to cover all the information contained in this unit, but may choose the concepts and activities appropriate to the needs of the class.

UNIT: Social Skills and Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
I. Meaning and Scope of Social Skills	Given the four basic components of social skills, the student will be able to define in general terms these components and their importance in relation to success in employment with 90% accuracy.	(T) 1. Introduce unit with description of purpose, role, and scope of social skills in marketing. Include: a) brief outline of unit content. b) class requirements and activities. c) anticipated behavioral outcomes.	*Salesmanship Fundamentals* *Human Relations in Business,* Chapter 1
		(T) 2. Define and discuss "social skills" by listing the four basic components on the board. a) Physical qualities b) Personal traits c) Emotional maturity d) Personality State that these four components will be considered small units and taught on an individual basis.	*Dress to Impress,* Chapters 1 and 2 *Your Career in Marketing,* pp. 144-153 *World of Work,* pp. 104-111
		(T) 3. Use transparencies, pictures, etc. to illustrate various aspects of the social skills.	Three-M Company transparencies

UNIT: Social Skills and Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
	Given instruction in the techniques of written communication and its importance, the student will be able to organize his/her ideas, class notes, and class requirements in a notebook. The evaluation of this notebook is left to the discretion of the teacher but it must reflect the correct interpretation of discussions in class and be neat in appearance.	(S) 1. Notes must be kept in a notebook. This notebook will be graded at the end of the unit for comprehension and written communication ability. (T) 2. Instruct the students in the art of note taking and how to best organize their notebooks. (S) 3. Enter notes on the Meaning and Scope of Social Skills which will demonstrate your understanding of the introduction. The teacher will review your entry to recommend improvements before going further.	

UNIT: Social Skills and Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
II. Components of Social Skills A. Physical Qualities	Provided resource materials on personal qualities, the student will be able to participate in a class discusssion by interjecting at least one appropriate idea on successful appearance and dress.	(T) 1. Assign related reading in preparation for a discussion on personal qualities. If enough texts are not available, use the following suggestions for providing information. a) Compile and condense the reading and record on stencils for duplication and handout. b) Write desired information on chalkboard and require students to copy it in their notebooks. c) Dictate the desired information and require students to copy in notebooks.	*Human Relations in Business* *World of Work* *World of Work Workbook* *Dress to Impress*
	Given a list of the six requirements for effective appearance and dress, the student will be able to describe the six requirements for good grooming with 85% accuracy.	(T) 1. Define and discuss the concept of "good grooming." Emphasize its importance in daily living and job success. (T) 2. Duplicate, distribute, and discuss the handout on effective appearance and dress.	*Human Relations in Business*, pp. 30-40 *World of Work*, pp. 82-87 *Dress to Impress* Supplement 1

UNIT: Social Skills and Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(T) 3. Show film on "Good Looks Here and Now."	"Good Looks Here and Now"
	Given the reasons for proper dress for the occasion, the student will be able to describe the proper dress for shopping, working as an auto mechanic, and applying for an office job with 90% accuracy.	(T) 1. Lead a discussion on proper dress by asking the students the following questions. a) Why do you feel proper dress is important? b) Have you ever felt out of place because of the way you were dressed?	
		(T) 2. Define proper dress for: a) shopping. b) working as a cashier. c) working as an auto mechanic.	*Human Relations in Business* *World of Work* *Dress to Impress*
		(T) 3. Discuss how one should dress when applying for a job.	*World of Work*, pp. 43-44
		(T/S) 4. Lead a discussion in self-evaluation based on why one wears clothes. a) Ask the question "What are the reasons you even think about what you wear?"	*Fashion Merchandising*, Chapter 20

UNIT: Social Skills and Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		b) Write the student response on the chalkboard for discussion, making sure that the following ideas have been covered. (1) To protect oneself from heat or cold (2) To comply with current ideas (3) To look good – to appeal to others (4) To please yourself – to feel good c) Discuss the reading assignment.	
		(T/S)5. Assign students to construct a bulletin board on the correct dress for various occasions.	Pictures from magazines, newspapers, or material produced by students
	Given the four types of skin, the student will be able to describe the proper care of each type with 80% accuracy.	(T) 1. Describe and discuss the different types of skin and the proper care of each.	*Dress to Impress*, pp. 146-150
	Given information on the proper care of hair, the student will be able to define hair problems and hair that is well cared for and to explain how to correct hair problems.	(T/S)1. Discuss the qualities of properly cared for hair. Write these on the chalkboard or transparency. Get input from students.	Supplement 2

UNIT: Social Skills and Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES		RELATED RESOURCES
	Given the four types of faces and appropriate hair styles for each, the student will be able to explain the care for each and to determine the style most appropriate for oneself with 90% accuracy.	(T/S)	1. Conduct a self-evaluation on the appropriate hair style for oneself.	*Dress to Impress*, page 58
			2. Discuss the self-evaluation and ask the students to describe their hair type. Invite a local hairstylist to class for a discussion on hair types.	Local hairstylist *Dress to Impress*, page 63 Supplement 3
		(T)	3. Construct a bulletin board illustrating both male and female hair styles which are currently popular.	Pictures from magazines and newspapers
		(T)	4. Give handouts and discuss how to take care of special hair.	*Dress to Impress*, pp. 59-62
		(T)	5. Describe and discuss the four types of faces and the best style for each.	*Dress to Impress*, pp. 67-70, 77
B. Personal Traits (Understanding Oneself)	Given the seven personal traits, the student will be able to describe each trait and how it relates to his/her own self-image with 80% accuracy.	(T)	1. Introduce personal traits by discussing the importance of self-concept.	

UNIT: Social Skills and Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(T/S) 2. Define and discuss the following six personal traits. Write each on the chalkboard as it is discussed. Ask students to look them up in the references/dictionary, if necessary. a) Initiative b) Perseverance c) Ability to think d) Cooperativeness e) Adaptability f) Ability to get along with others	*World of Work*, pp. 63-73 *World of Work Workbook*, pp. 83-97 *Human Relations in Marketing*, pp. 1-123 *Your Career in Marketing*, Chapters 7-12
		(S) 3. Write a paragraph about yourself and how you feel about your own ability. This assignment does not have to be turned in, but should be kept in your notebook for future reference.	
		(S) 4. Relate the importance of having a good self-concept and high values to requirements necessary for employability in the marketing field.	

UNIT: Social Skills and Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
	Given the Appraisal of Values Test, the student will be able to evaluate his/her growth and compare the results with the national norm for that age group.	(T) 1. Discuss value appraisal and its meaning. (S) 2. Complete the Appraisal of Values Test. Score the test and compare it to the rating scale and graph.	Appraisal of Values Test may be obtained from the school counseling office. *World of Work*, pp. 85-91
	Given a review of personal traits, the student will be able to describe how his/her self-image has or has not changed as a result of the information presented. This should be a written description to be placed in the student's notebook.	(T/S) 1. Discuss a new self-concept and/or new values of oneself. (S) 2. Write a one-page description of your self-improvement as a result of the previous discussions.	
C. Emotional Maturity (The Mature Person)	Given the five characteristics of a mature person, the student will be able to define the five characteristics and their relationship to employability in the field of marketing with 80% accuracy.	(T) 1. Define and discuss the characteristics of the mature person. a) Self-acceptance b) Consideration and respect for others c) Self-control d) Positive thinking and attitudes e) Flexibility	*Human Relations in Business*, pp. 75-89 *World of Work Workbook*, pp. 60-66

UNIT: Social Skills and Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(T) 2. Explain how role playing using case studies dealing with emotional maturity or immaturity can give insight to the student's own behavior.	
		(S) 3. Compose a case study problem and role play to find the solution.	
		(T) 4. Explain the difference between positive and negative attitudes using the handout.	*World of Work*, pp. 50-61
		(S) 5. On a sheet of paper, make three columns. In the first column list your positive attitudes, in the second column list your negative attitudes, and in the third column state how the negative attitudes may be corrected. Discuss your findings with the rest of the class. Place this information in your notebook for future reference.	

UNIT: Social Skills and Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
D. Personality	Given the thirty recognized personal and social traits, the student will be able to analyze and identify at least fifteen traits that affect job interest and job success.	(T) 1. Define and discuss personality. Comment on the total sum of the traits and characteristics that make up a whole person—physical, mental, and emotional.	
		(T) 2. Label a blank sheet of paper "Personality Traits." Think of one very good friend (do not give name) and list the traits you admire in this friend in one column and the traits you dislike in a second column. Compile a class checklist.	
		(T/S) 3. Have students define the character traits listed on the reference in their own words.	*Human Relations in Marketing,* Chapter 1
		(S) 4. Complete a personality inventory checklist. Discuss your findings with regard to their affect on work habits.	*World of Work Workbook,* p. 117
		(T) 5. Have students complete case studies in character traits and skills in getting along.	*World of Work Workbook,* pp. 70-72, refer to Activity No. 3

UNIT: Social Skills and Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
III. Communications	Given instruction in verbal and non-verbal communications, the student will be able to name three of his/her weaknesses and develop a plan for correcting them.	(T) 1. Introduce communications by stressing the importance of good written and oral communications as related to employment in the field of marketing.	
		(T/S) 2. Have students evaluate their own speech habits by translating the words and phrases from the supplement into writing.	Supplement 4 *Fundamentals of Selling*, Chapter 3 *Retailing Principles and Practices*, Part 14
		(T/S) 3. Discuss what kind of store image is conveyed when these words and phrases are used.	
		(T/S) 4. Relate the use of correct pronunciation and vocabulary to good oral communication.	
		(T) 5. Explain how the voice can be used to express conviction and convey confidence.	

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(T/S) 6. Tape at least four radio commercials which present a variety of advertisements that use different voice approaches. Play this tape back to the class.	
		(T/S) 7. Have students write a reaction statement to each commercial. Record the good and bad points on the board. Discuss what could be done to make the commercial express conviction and convey confidence.	
		(T/S) 8. Discuss how the voice, good speech patterns, and gestures affect marketing communications.	
		(T/S) 9. Prepare a written sales talk. Have several students record the sales talk. Instruct them to try to convey confidence and express conviction. Play the recording back to the class for their comments.	*Fundamentals of Selling,* Chapter 36 *Retailing Principles and Practices,* Parts 14 and 15

UNIT: Social Skills and Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(T) 10. Discuss the "art of listening" and the ability to identify the true reason for complaints.	
		(T) 11. Discuss how to handle various types of complaints. Stress the "art of listening" to what the customer has to say.	*Retailing Principles and Practices,* Part 30
		(T/S) 12. Read the following statements to the class. "The shirt you sold me shrunk and you said it wouldn't. I don't like people lying to me, and I am going to have you fired." Discuss this statement and the way a salesperson should respond to it.	
IV. Review and Evaluation	Given a teacher-made test, the student will be able to evaluate his/her knowledge of social skills in relation to marketing by completing the test with 80% accuracy and composing a statement on the meaning of the concept "social skills." The notebook will also receive a grade.	(T) 1. Compose a teacher-made test consisting of questions related to the objectives covered in this unit.	
		(S) 2. Complete the teacher-made test and compose a statement on the meaning of "social skills."	

EFFECTIVE APPEARANCE AND DRESS

1. Instill confidence in the business world.
2. Develop improvement in self-image.
3. Know the rules of proper dress.
4. Perceive proper dress for oneself.
5. Know appropriate dress for the occasion.
6. Understand wardrobe building.

QUALITIES OF WELL-GROOMED HAIR

1. Clean
2. Shiny
3. Bouncy
4. Soft
5. Free
6. Healthy
7. Comfortable

SELF-EVALUATION

APPROPRIATE HAIR

Circle a number for the appropriate rating of yourself.

4--Excellent
3--Good
2--Fair
1--Poor

	Scale
1. Is hair neatly combed?	1 2 3 4
2. Do you wash your hair 2-3 times weekly?	1 2 3 4
3. Is your hair styled for your facial form?	1 2 3 4
4. Do you have an extreme hair style?	1 2 3 4
5. Is your hair natural in appearance?	1 2 3 4

Wuryagoin?

Whutimizut?

Dyc wanna go widdem or widus?

Cher turn tucall, Margrut.

Wy dincha stoppin?

Walchagonnado nex Winsdy?

Ohuhdunnado nex Winsdy?

Wenzee cumin?

Uh tole um u did wanany?

Whidencha gdda ticket forda boxun match?

Doncha ever understand whuch read?

Uh dunno wy ya din gimme some.

SOCIAL SKILLS AND MARKETING

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Transparencies

"Social Skills (or Human Relations)." St. Paul, Minn.: Visual Products Division, 3-M Center, 1977.

Film

"Good Looks Here and Now." Armour-Dial, Inc. (free). Order from Modern Films, Charlotte, North Carolina.

Teaching time: 2 weeks

BEGINNING SKILLS

UNIT OUTLINE

I. Character Development
   A. Knowing Yourself
   B. Understanding Others
   C. Saying What You Mean
   D. Giving a Good Impression

II. Common Things to Know and Ask About on a New Job

III. When Things Go Wrong

IV. What Makes a Good Employee

V. Motivation Factors

VI. Attitudes

VII. Leadership Skills

VIII. Compensation

IX. Federal and State Laws

GENERAL PURPOSE: To introduce the student to career maturities necessary to function on the job and to recognize the importance of job stability.

UNIT: Beginning Skills

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
I. Character Development A. Knowing Yourself B. Understanding Others C. Saying What You Mean D. Giving a Good Impression	Given a list of characteristics of how a person may be perceived as a first impression, the student will be able to select at least one characteristic about himself/herself which needs improving and write a plan of action on how to improve that deficiency.	(T) 1. Using Supplement 1, discuss the idea that how one perceives oneself helps determine how others will perceive you. (S) 2. Describe yourself as you believe others perceive you. (T/S) 3. Divide the class into small groups and have each member describe how he/she perceives each of the other members. Do not identify who wrote the description. (S) 4. Compare your description with that of the class member. (S) 5. Report to the class how you are perceived as a child, parent, or adult and give examples of each situation. (T) 6. Discuss why it is important for each person to keep his/her own individual identity.	Supplement 1 *Working at Human Relations*, pp. 11-16

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CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(S) 7. Keep a diary of your activities for one week. Discuss how these activities differed from others and the reasons. (T) 8. Discuss the importance of saying what you mean and speaking clearly. (T/S) 9. Give examples of messages which were misinterpreted. Discuss how these messages could have been corrected. (T) 10. Discuss some of the common fears encountered when beginning a new job. (S) 11. Simulate and organize a local company in preparation for incorporating the skill to follow in the remainder of this unit.	
II. Common Things to Know and Ask About on a New Job	Given a business selected by the student and a list of 21 things to know about a business, the student will be able to describe at least 15 features which are important to know when beginning a new job.	(T) 1. Using Supplement 2, discuss each of the important things to know about a company when beginning a new job.	Supplement 2 *Working at Human Relations*, pp. 21-32

UNIT: Beginning Skills

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(T) 2. Make a list or write on the board those persons to contact to learn about the company. (S) 3. If you are employed, make a list using the one given of the features which you know about the company. Add any which do not appear on the teacher's list. OPTION: If you are not employed, select a business and bring the assignment to class.	
III. When Things Go Wrong at Work	Given three problems which can occur on the job, the student will be able to select one of the problems, and describe whether it is personal or job related and how the problem can be solved.	(T) 1. Explain the difference between personal problems and job-related problems. (T) 2. Explain the difference between formal and informal solutions. (T/S) 3. Provide the students with a list of problems. Discuss the different types of problems and how each should be solved.	*Growing on the Job*, pp. 13-22

UNIT: **Beginning Skills**

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
IV. What Makes a Good Employee	Given a list of traits of a good employee, the student will be able to describe each trait and tell how it relates to a good employee with 100% accuracy.	(T) 1. Discuss the traits of a good employee. (T/S) 2. Create or describe actual situations where traits of a good employee are violated and discuss how these violations affect the other employees and the company. Determine if other traits need to be added to the list.	Supplement 3 *Growing on the Job*, pp. 1-69
V. Motivation Factors	Given a list of motivational factors in relation to job performance, the student will be able to describe at least three factors which will increase job satisfaction and productivity.	(T) 1. Discuss how motivation affects the employee's performance and co-worker's performance. (T) 2. Discuss the clues for judging motivation. a) Finished job pattern b) Friendship pattern c) Perfection pattern d) Power pattern e) Combined patterns (S) 3. Discuss what motivates you to do a good job and how it does this.	*Working at Human Relations*, pp. 75-84

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(S) 4. Develop a list of good and bad factors which cause motivation. (T) 5. Discuss the job factors which affect motivation: a) Pay b) Physical surroundings c) Co-workers d) Supervisors e) Company policies f) Work environment	
VI. Attitudes	Given a discussion on attitudes, the student will be able to name and describe at least one example each of negative, positive, acceptable, borderline, passive, poor, and bad attitudes with 80% accuracy.	(T) 1. Describe and discuss attitude. (T) 2. Discuss how one's attitude can affect others. (T) 3. Distinguish between good, negative, acceptable, borderline, passive, poor, and bad attitudes. (T/S) 4. Discuss the traits of a positive attitude. Make a list on the board as students describe a positive attitude.	*Working at Human Relations*, pp. 85-92

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
VII. Leadership Skills	Given a discussion on leadership skills, the student will be able to name and describe the five qualities of good leadership with 100% accuracy.	(T) 1. Define and discuss leadership and give examples. (S) 2. Select someone you consider to be a good leader, list their characteristics, and compare them with those discussed.	*Working at Human Relations*, pp. 93-122
VIII. Compensation	Given a discussion on salary and fringe benefits, the student will be able to complete a salary computation problem and list at least ten fringe benefits either deducted from pay check or granted through company policy with 80% accuracy.	(T) 1. Discuss the differences in and the computation of each of the following. a) Salaries b) Wages c) Commissions d) Work-experience programs (sub-minimum wages) (S) 2. Simulate a payment for work completed and compute gross earnings in each of the above situations. (T) 3. Explain fringe benefits. a) Paid time off b) Insurance c) Pension d) Other benefits (T) 4. Invite several personnel directors from companies with a variety of fringe benefits to visit class. Have a question and answer period.	*Growing on the Job*, pp. 41-48

UNIT: Beginning Skills

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
IX. Federal and State Laws	Given a discussion on the laws protecting employees, the student will be able to describe the Williams-Steiger Occupational Safety and Health Act of 1970 and Title VII of the Civil Rights Act of 1964 with 80% accuracy. The student will describe the OSHA rules and regulations with 80% accuracy.	(T) 1. Explain and discuss the Williams-Steiger Occupational Safety and Health Act of 1970. (T) 2. Explain and discuss the OSHA rules and regulations. (T/S) 3. Arrange for students to visit local businesses to review the OSHA rules and regulations. (T) 4. Explain and discuss Title VII of the Civil Rights Act of 1964, Equal Pay Act of 1963, and the Fair Labor Standards Act. (T/S) 5. Name several jobs that were once thought to be for men or women only but now are filled by both. Discuss why these roles have changed. Name some jobs which have not made the transition.	*Growing on the Job*, pp. 69-78

CHARACTER DEVELOPMENT

(Adult, Parent or Child)

KNOWING YOURSELF

1. Staying/keeping alive
2. Being free of anxiety
3. Being loved
4. Being admired
5. Being respected
6. Knowing your potential

UNDERSTANDING OTHERS

1. No two persons are alike
2. Everyone wants to feel like somebody
3. Considering the whole person
4. Actions because of need

SAYING WHAT YOU MEAN

1. Incomplete message
2. False message
3. More than one message
4. Garbled message
5. Generalized message
6. Abstract message

GIVING A GOOD IMPRESSION

1. Accepting and resolving your fears
2. Learn about the company
   a) Look
   b) Read
   c) Listen and hear
   d) Ask questions

COMMON THINGS TO KNOW AND ASK ABOUT ON A NEW JOB

1. Checking in and out of work
2. Leaving during working hours
3. Dress codes
4. Job behavior
5. Relief periods
6. Smoking
7. Eating on the job
8. Visitors on the job
9. Lunch
10. Using the phone
    a) Business calls
    b) Personal calls
11. Employee parking
12. Where to put personal belongings
13. How, where, when paid
14. Location and use of bulletin boards
15. Rest rooms
16. Breaks
17. Vacations
18. First aid
19. Safety
20. Absenteeism
21. Holidays

WHAT MAKES A GOOD EMPLOYEE

1. Punctuality
2. Dependability
3. Following rules
4. Equipment care
5. Loyalty
6. Initiative
7. Personality
8. Character

BEGINNING SKILLS

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Teaching time: 6 weeks

AREAS OF MARKETING

UNIT OUTLINE

Overview of the Fields of Marketing

I. Apparel and Accessories

II. Food Marketing

III. Advertising Services

IV. Automotive Services and Petroleum Marketing

V. Finance and Credit

VI. Floristry

VII. General Merchandise

VIII. Hardware

IX. Home Furnishings

X. Hotel/Motel

XI. Insurance

XII. Personnel Services

XIII. Real Estate

XIV. Restaurant Marketing

GENERAL PURPOSE: To provide an overview of the field of marketing and acquaint the student with the various types of marketing operations including the job classifications found in each of the marketing operations.

UNIT: Areas of Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
Overview of the Field of Marketing	Following a presentation of the overview of the field of marketing, the student will be able to describe in general terms the areas which will be discussed in the unit with 70% accuracy.	(T) 1. Present an overview of the topics to be covered in the unit. (1 day)	Refer to Bibliography
I. Apparel and Accessories	Following a discussion of the areas of apparel and accessories, the student will be able to describe the duties required in that area with 70% accuracy and name at least one job classification in apparel and accessories.	(T) 1. Discuss the types of apparel and accessories stores. (T) 2. List and describe the jobs available in apparel and accessories. (S) 3. Name the advantages and disadvantages in working in the apparel and accessories field. (2 days)	*Marketing Series: Apparel and Accessories* Guest speaker from a department store

EDITOR'S NOTE: THERE ARE 14 MARKETING AREAS INCLUDED IN THIS UNIT AND 30 INSTRUCTIONAL DAYS. (ALLOWANCE IS GIVEN FOR REVIEW AND TESTING.) EACH AREA HAS A SUGGESTED AMOUNT OF TIME STATED WITH EACH TOPIC. HOWEVER, THE INSTRUCTOR HAS THE FLEXIBILITY TO ADD INSTRUCTIONAL TIME WHERE APPROPRIATE OR MAY DELETE AN AREA DEPENDING ON THE LOCAL JOB MARKET.

UNIT: Areas of Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
II. Food Marketing	Following a discussion on the area of food marketing, the student will be able to describe the duties required in that area with 70% accuracy and name at least one job classification in food marketing.	(T) 1. Discuss the types of stores in the food marketing industry. (T) 2. List and describe the jobs available in the food marketing industry. (S) 3. Name the advantages and disadvantages in working in the food marketing industry. (3 days)	*Marketing Series: Food Marketing*
III. Advertising Services	Following a discussion on the area of advertising services, the student will be able to describe the duties required in that area with 70% accuracy and name at least one job classification in advertising services.	(T) 1. Discuss the types of advertising services. (T) 2. List and describe the jobs available in the advertising service area. (S) 3. Name the advantages and disadvantages in working in the advertising service area. (1 day)	*Advertising*

UNIT: Areas of Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
IV. Automotive Services and Petroleum Marketing	Following a discussion on the area of automotive services and petroleum marketing, the student will be able to describe the duties required in that area with 70% accuracy and name at least one job classification in automotive services and petroleum marketing.	(T) 1. Discuss the types of automotive services and the petroleum marketing industry. (T) 2. List and describe the jobs available in the automotive services area and the petroleum marketing area. (S) 3. Name the advantages and disadvantages in working in the automotive services and petroleum marketing areas. (2 days)	*Petroleum Marketing*
V. Finance and Credit	Following a discussion on the area of finance and credit, the student will be able to describe the duties required in that area with 70% accuracy and name at least one job classification in finance and credit.	(T) 1. Discuss the types of financial institutions and credit operations. (T) 2. List and describe the jobs available in the area of finance and credit. (S) 3. Name the advantages and disadvantages in working in the area of finance and credit. (2 days)	*Finance and Credit*
VI. Floristry	Following a discussion on the area of floristry, the student will be able to describe the duties required in	(T) 1. Discuss the types of floristry businesses. 2. List and describe the jobs available in the	*Retail Flower Shop Salesperson and Floral Designer*

UNIT: Areas of Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
	that area with 70% accuracy and name at least one job classification in floristry.	area of floristry. (S) 3. Name the advantages and disadvantages in working in the floristry business. (1 day)	
VII. General Merchandise	Following a discussion on the area of general merchandise, the student will be able to describe the duties required in that area with 70% accuracy and name at least one job classification in general merchandise.	(T) 1. Discuss the types of general merchandise establishments. (T) 2. List and describe the jobs available in the areas of general merchandise. (S) 3. Name the advantages and disadvantages in working in the general merchandise area. (3 days)	*General Merchandise Retailing*
VIII. Hardware	Following a discussion on the area of hardware marketing, the student will be able to describe the duties of marketing hardware with 70% accuracy and name at least one job classification in that area.	(T) 1. Discuss the types of hardware establishments. (T) 2. List and describe the jobs available in the area of hardware marketing. (S) 3. Name the advantages and disadvantages in working in the hardware business. (1 day)	*Hardware, Building Materials, Farm and Garden*

UNIT: Areas of Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
IX. Home Furnishings	Following a discussion on the area of home furnishings marketing, the student will be able to describe the duties required in that area with 70% accuracy and name at least one job classification in the home furnishings area.	(T) 1. Discuss the types of home furnishings businesses. (T) 2. List and describe the jobs available in the area of home furnishings. (S) 3. Name the advantages and disadvantages in working in the home furnishings business. (2 days)	*The Home, Its Furnishings and Equipment*
X. Hotel/Motel	Following a discussion of the hotel/motel industry, the student will be able to describe the duties required in that area with 70% accuracy and name at least one job classification in the hotel/motel area.	(T) 1. Discuss the types of hotel/motel establishments. (T) 2. List and describe the jobs available in the area of hotel/motel industry. (S) 3. Name the advantages and disadvantages in working the hotel/motel industry. (3 days)	*Hotel and Motel Careers*

UNIT: Areas of Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
XI. Insurance	Following a discussion on the insurance industry, the student will be able to describe the duties required in that area with 70% accuracy and name at least one job classification in the insurance industry.	(T) 1. Discuss the types of insurance agencies. (T) 2. List and describe the jobs available in the insurance industry. (S) 3. Name the advantages and disadvantages in working in the insurance industry. (1 day)	*Applied Business Law*
XII. Personnel Services	Following a discussion on the area of personnel services, the student will be able to describe the duties required in that area with 70% accuracy and name at least one job classification in personnel services.	(T) 1. Discuss the types of personnel services agencies. (T) 2. List and describe the jobs available in the personnel services area. (S) 3. Name the advantages and disadvantages in working in the personnel services area. (2 days)	*Your Job in Distribution* *Customer Service*
XIII. Real Estate	Following a discussion on the area of real estate, the student will be able to describe the duties required in that area with 70% accuracy and name at least one job classification in the area of real estate.	(T) 1. Discuss the types of real estate markets. (T) 2. List and describe the jobs available in the real estate market. (S) 3. Name the advantages and disadvantages in working in the area of real estate.	*Real Estate*

UNIT: Areas of Marketing

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
XIV. Restaurant Marketing	Following a discussion on the area of restaurant marketing, the student will be able to describe the duties required in that area with 70% accuracy and name at least one job classification in the food service industry.	(T) 1. Discuss the types of restaurant marketing establishments. (T) 2. List and describe the jobs available in the food service industry. (S) 3. Name the advantages and disadvantages in working in the food service industry. (3 days)	*Food Services*

AREAS OF MARKETING

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Restaurant Marketing

Smith, William O. *Food Service.* New York: Gregg Division/McGraw-Hill Book Co., 1979.

Teaching time: 3 weeks

SELF–AWARENESS

UNIT OUTLINE

I. Traits

II. Desirable and Undesirable Personal Traits

III. Physical Appearance

IV. Character Traits

V. Attitude

GENERAL PURPOSE: To instruct students in the ability to recognize and improve their personal traits. This awareness will enable them to present themselves to employers and employees in a favorable manner.

UNIT: Self-Awareness

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
I. Traits	Given a discussion on traits, the student will be able to define "trait" and give at least four descriptives for each of the three types of traits.	(T) 1. Describe and discuss the meaning of trait using the transparency. (T) 2. Name and describe the three types of traits using the supplement. a) Physical b) Mental c) Emotional (T) 3. Discuss how each of the types is interdependent with the others.	*Human Relations (LAP 10)*, pp. 7, 9, 11, 13
II. Desirable and Undesirable Personal Traits	Given the characteristics of desirable and undesirable traits, the student will be able to explain the difference and give at least five examples of each.	(T) 1. Identify and discuss desirable traits. (T) 2. Identify, define, and discuss undesirable traits. (T) 3. Discuss the conditions required for bringing about a change in one's undesirable traits. (T) 4. Compare and contrast desirable and undesirable traits.	Supplements 1, 2, 3 *Human Relations (LAP 10)*, pp. 15, 17, 19, 21

UNIT: Self-Awareness

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
III. Physical Appearance	Given a discussion on the role that physical appearance plays in presenting oneself, the student will be able to define "good" and "poor" grooming and give at least five examples of each.	(T) 1. Discuss the importance of physical appearance. (S) 2. Assess your physical characteristics by listing in two columns your good and poor grooming habits. Keep these for future reference. (T/S) 3. Discuss how to develop a personal portrait. Have students review their list and complete "Check Your Physical Characteristics." (S) 4. Construct a poster showing good grooming. (T) 5. Describe and explain why certain grooming habits and manners are unacceptable. (S) 6. List those grooming habits which are objectionable in the opposite sex, pet peeves, and poor manners. Discuss the answers.	*World of Work: Personality Development (Kit 32)*, p. 3 Transparencies 3, 4, 5, 6, 7

UNIT: Self-Awareness

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
IV. Character Traits	Given a list of character traits, the student will be able to identify at least two traits in each of the three categories.	(T) 1. Define and discuss character traits. a) Business manners b) Character check c) Hobby interests	*World of Work: Personality Development (Kit 32)*, p. 5 Transparencies 8-15
		(S) 2. Complete the following checklists. a) "Check Your Business Manners" b) "Check Your Character Traits" c) "Hobby Interest Evaluation"	*World of Work: Personality Development (Kit 32)*, pp. 6, 7 *Activities for Succeeding in the World of Work*, p. 94
		(T) 3. After completion of each checklist, discuss the answers and have students turn their work in.	
V. Attitude	Given a list of twenty attitudes, the student will be able to identify the positive and negative attitudes with 80% accuracy.	(T) 1. Define and discuss attitude. (T) 2. Explain the impact of attitude on behavior. (T) 3. Discuss the three types of attitudes and identify the consequences as a result of each. a) Positive b) Negative c) Indifferent	*Human Relations (LAP 11)* Transparencies 7, 9, 11, 13, 15, 17, 19, 21 Supplement 4 (Parts I and II) Supplement 5

UNSCRAMBLE THEM!

Identify each of the following personal traits presented in scrambled form.

1. YTAHEMP
2. DSLIEAERHP
3. OPTOCEAORIN
4. LORCOTN
5. LYTLOAY
6. EVNITAIITI
7. CERTEPVITYI
8. ARICVETTIY
9. YIIAPDAATBLT
10. YSNHOET
11. ENDFOCEINC
12. YIIANPDTLBDEE
13. ESVTAINRSESES
14. SIUTENHSAM
15. PRACNPEAAE
16. RDOILERSNES
17. NSITIDRUSOUSENS
18. ISMOPITM

UNSCRAMBLE THEM! - - - - - - - - ANSWER GUIDE

1. Empathy
2. Leadership
3. Cooperation
4. Control
5. Loyalty
6. Initiative
7. Receptivity
8. Creativity
9. Adaptability
10. Honesty
11. Confidence
12. Dependability
13. Assertiveness
14. Enthusiasm
15. Appearance
16. Orderliness
17. Industriousness
18. Optimism

CAN YOU MATCH IT?

Match each of the terms listed in Column A with the most closely related term in Column B.

COLUMN A	COLUMN B
___ 1. Dependability	A. Team Spirit
___ 2. Industriousness	B. Understanding
___ 3. Integrity	C. First Impressions
___ 4. Loyalty	D. Additional Duties
___ 5. Positive Attitude	E. Flexibility
___ 6. Interest	F. Optimism
___ 7. Adaptability	G. Reliability
___ 8. Initiative	H. Systematic
___ 9. Creativity	I. Self-Worth
___10. Self-Control	J. Honesty
___11. Self-Confidence	K. New Approaches
___12. Empathy	L. Direction
___13. Assertiveness	M. Patience
___14. Appearance	N. Openess
___15. Leadership	O. Hard-Working
___16. Cooperativeness	P. Forcefulness
___17. Receptivity	Q. Faithfulness
___18. Orderliness	R. Enthusiasm

CAN YOU MATCH IT? --------ANSWER GUIDE

1. G	6. R	11. I	16. A
2. O	7. E	12. B	17. N
3. J	8. D	13. P	18. H
4. Q	9. K	14. C	
5. F	10. M	15. L	

DESIRABLE PERSONAL TRAITS

1. Dependability
2. Industriousness
3. Honesty and Integrity
4. Loyalty
5. Postive Attitude
6. Interest and Enthusiasm
7. Adaptability
8. Initiative
9. Creativity
10. Self-Control
11. Self-Confidence
12. Empathy
13. Assertiveness
14. Health and Appearance
15. Leadership
16. Cooperativeness
17. Receptivity
18. Orderliness

ANALYZING WORKER ATTITUDES (Part I)

Listed below are fifteen remarks made by employees about their jobs and the people with whom they work. Indicate whether each employee statement is:
P---Positive I--Indifferent N---Negative

____ 1. "My job is exciting and rewarding."
____ 2. "Working is okay."
____ 3. "My supervisor is a fantastic person."
____ 4. "Policies are made by administrators so that they can hound the employees."
____ 5. "I like most of the people I work with. They're not really friends, but they're okay."
____ 6. "My job is dull and boring."
____ 7. "Working is fun! I love it!"
____ 8. "My supervisor is really a jerk. He thinks he's better than everyone else."
____ 9. "There are some policies that are okay and some that I don't like."
____10. "I work with wonderful people."
____11. "My job's okay, I guess. It's not the best, and it's not the worst."
____12. "There's nothing fun about working, except getting paid."
____13. "My boss is okay."
____14. "The policies help the business run smoothly and are for the benefit of the employees."
____15. "I work with a lot of old fogies who think they know it all."

ANALYZING WORKER ATTITUDES ------ANSWER GUIDE

1. P	6. N	11. I
2. I	7. P	12. N
3. P	8. N	13. I
4. N	9. I	14. P
5. I	10. P	15. N

ANALYZING WORKER ATTITUDES (Part II)

Match the appropriate number for each item in Part I with one of the columns. Briefly explain how each attitude could influence job performance.

POSITIVE EMPLOYEES	INDIFFERENT EMPLOYEES	NEGATIVE EMPLOYEES
1. The employee is highly enthusiastic about his/her job.		

ANALYZING WORKER ATTITUDES ------ANSWER GUIDE

POSITIVE EMPLOYEES	INDIFFERENT EMPLOYEES	NEGATIVE EMPLOYEES
1. The employee is highly enthusiastic about his/her job.	2. He/she might be willing to do extra work if he/she felt like it and if it was convenient to do so.	4. He/she would probably not get along with company policies.
3. He/she seems willing to work hard and do extra work for the employer.	5. He/she would probably receive satisfactory recommendations from co-workers and supervisors.	6. The employee seems unhappy and depressed.
7. He/she seems willing to work hard and to do extra work.	9. He/she would probably comply with company policy in most cases.	8. He/she would probably not get along well with the employer.
10. He/she might receive excellent recommendations from coworkers and supervisors.	11. The employee seems unconcerned about his/her job.	12. He/she would probably never consider doing extra work.
14. He/she would abide by company policies.	13. He/she might get along okay with the employer.	15. He/she would probably receive poor recommendations.

INVENTORY OF YOUR PERSONALITY

Name_____ Date _____

This is an inventory of your personality. Each question is to be answered yes or no in the space provided. If you cannot honestly answer the question, put a question mark in the space. This survey is an effort to find out about *you* and *your* individual qualities. Answer the questions honestly.

1. Are you a good listener?
2. Do you avoid being sarcastic?
3. Can you always be depended upon to do what you say you will?
4. Do you go out of your way cheerfully to help others?
5. Do you hold grudges?
6. Can you always trust yourself to handle money that does not belong to you?
7. Do you tend to argue or disagree when someone gives his point of view with which you disagree?
8. Do you avoid exaggeration in all your statements?
9. Can you tackle a new job without instruction?
10. Do you enjoy meeting people?
11. Do you refrain from showing off how much you know?
12. Do you feel at ease with associates?
13. Do you avoid making fun of others behind their backs?
14. Do you usually hate to see the other fellow promoted or get something you don't have?
15. Are you easily discouraged?
16. Do you tell people who have done you a favor that you appreciate it?

17. Are you willing to devote extra time and effort to your work even though it means giving up some pleasure?

18. Would you sooner quit a job than be "bawled out" by the employer?

19. Can you take constructive criticism without being hurt?

20. Do your friends ever trust you with their personal belongings?

21. Are you anxious to get to work or start a new project which you know is going to take a long time?

22. If a customer should call your attention to a mistake you had made in favor of the store, would you thank him?

23. Are you punctual?

24. Do you keep your clothes neat and tidy?

25. Are you careful not to tell jokes that will embarrass those listening?

26. Do you always control your temper?

27. Do you avoid talking almost continuously?

28. Do you loan things to others readily?

29. Do you avoid flattering others?

30. Do you avoid gossiping?

31. Are you a faultfinder?

32. Do you usually "Do unto others as you would have others do unto you"?

33. Have you ever "invited yourself" to visit or to go along with a group when an invitation was not forthcoming?

34. Does the weather usually affect your dispositon?

35. Do you try to understand the reason for rules?

36. Do you avoid asking favors of others?

37. Do you have to be forced into a position of responsibility?

38. Are you shy or backward?

39. Can you find something good in people after you know them?

40. Do you avoid trying to reform others?

41. Do you keep your personal troubles to yourself?

42. Do you always shift the blame to somebody else even when you know you are really guilty?

43. Do you become impatient when a friend for whom you are waiting is late?

44. Are you a "know it all" person who won't accept other people's advice?

45. Do you avoid asking questions to keep up a conversation?

46. Do you usually feel tired and dull?

47. Do you avoid being bold and nervy?

48. Do you keep your nose entirely out of other people's business?

49. Have you ever misrepresented the facts to your parents or friends in order to get them to allow you to do something?

50. Can you stand to have someone younger than you give you good advice?

SELF–AWARENESS

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South Carolina Department of Education, and Vocational Education Media Center. *World of Work: Personality Development (Kit 32).* Columbia, S.C.: State Department of Education, 1978.

Teaching time: 2 weeks

VALUES CLARIFICATION

UNIT OUTLINE

I. Meaning and Scope of Values Clarification

II. Selecting Values

- A. Important Values
- B. Values Voting
- C. Alternatives
- D. Quick Decisions
- E. Interview
- F. Cooperation

GENERAL PURPOSE: To provide the machinery for students to identify their personal values, particularly as they relate to a career choice. This unit is designed to involve students in some values clarification so that they will be better able to create a meaningful career plan for themselves.

UNIT: Values Clarification

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
I. Meaning and Scope of Values Clarification	Given the values clarification process, the student will be able to describe the seven-step process of valuing and write a one-page description of his/her values.	(T) 1. Discuss the process of valuing. (T) 2. Describe and discuss the seven sub-processes of valuing. *Prizing one's beliefs and behaviors* a) Prizing and cherishing b) Publicly affirming, when appropriate *Choosing one's beliefs and behaviors* c) Choosing from alternatives d) Choosing after consideration of consequences e) Choosing freely *Acting on one's beliefs* f) Acting g) Acting with a pattern, consistency, and repetition (T) 3. Explain how to utilize the seven processes of valuing in everyday activities and how to apply these valuing processes to already formed beliefs and behavior patterns.	*Twenty Exercises for the Classroom*, No. 5 *Career Planning Program Guide*

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UNIT: Values Clarification

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(T) 4. Discuss how to evaluate a belief and place a value on that belief.	
		(T) 5. Discuss beliefs in relation to behaviors that a person prizes and would be willing to defend.	*Career Education Mini-Curriculum*, p. 2
		(S) 6. Identify and write down your beliefs or values.	
		(T/S) 7. Discuss how human and material things affect a person's values and the good and bad points of alternatives.	
		(T) 8. Discuss alternative ways of thinking and acting. Explain how to weigh the pros and cons and the consequences of the various alternatives.	Supplement 1
		(S) 9. Describe ways in which values are related to freedom of choice.	
		(T) 10. Discuss how actions should match a person's beliefs—the positive application of identifying personal values and developing one's own values.	*Activities for Succeeding in the World of Work*, pp. 85-92

UNIT: Values Clarification

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(T) 11. Explain the history of using symbols, pictures, and words to describe one's self.	
		(T/S) 12. Distribute copies of "Personal Coat of Arms." Describe purpose and have students make their own coat of arms to wear in class.	*Human Relations at Work*, p. 42
II. Selecting Values A. Important Values	Given an activity on determining the important values of a person, the student will be able to identify and describe at least twenty values important to himself/herself.	(T) 1. Using the activity "Twenty Things You Love to Do," discuss what values are more important than others. Complete the activity and discuss.	*Values Clarification*, pp. 30-33
		(S) 2. Describe the item marked number one and tell why it is most important.	
B. Values Voting	Given a variety of values issues, the student will be able to select at least one value and publicly defend the selected value.	(T) 1. Using the activity "Values Voting," discuss specific values issues.	*Values Clarification*, pp. 38-53
		(S) 2. Describe the value about which you had very strong feelings—for and against.	

UNIT: Values Clarification

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
C. Alternative Choices	Given a list of choices for a situation, the student will be able to choose one alternative and publicly explain or defend that choice.	(T) 1. Using the activity "Rank Order," discuss how to make a choice between a given situation, narrow them to two, and compare the good and bad points of the two choices for a decision.	*Values Clarification*, pp. 58-81
D. Quick Decisions	Given a situation where a decision must be made immediately, the student will be able to respond with a decision and explain the decision to the class.	(T) 1. Using the activity "Values Whips," discuss the seven valuing processes and how to use the processes to make a quick decision. (S) 2. For any of the questions in the activity, state the decision and why it was made.	*Values Clarification*, pp. 130-133
E. Interview	Given a public speaking situation, the student will be able to publicly affirm and explain the stand taken on a selected issue.	(T) 1. Using the activities "Public Interview" and "Group Interview," discuss pronunciation, enunciation, and public speaking. (T) 2. Explain the procedure used in public interview. (S) 3. In small group, practice the public interview method.	*Values Clarification*, pp. 139-151, 160-162

UNIT: Values Clarification

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
F. Cooperation	Given a situation where cooperation is essential to making a decision, the student will be able to identify steps in joint problem solving.	(T) 1. Using the activity "The Squares Game," define cooperation and list requirements for it. (T/S) 2. Discuss the decision made.	*Twenty Exercises for the Classroom* Number 10

TRAITS WHICH MAKE US LIKED

In the book, *How To Make People Like You: Why We Don't Like People* by Donald A. Laird, "Traits Which Make Us Liked" are listed with the following explanation.

In the traits we have enumerated, the average man holds the key to the attitude toward him of his fellow average man.

The higher your score by this self-analysis, the better liked you are in general. Each "NO" answer should be changed through self-guidance into a "YES" answer. The highest possible score is 81. About 10% of people have this score. The lowest score made by a person who was generally liked was 56. The average young person has a score of 64. The average score of a person who is generally disliked is 30. The lowest score we found was 12. It is encouraging to note that the average young person has a score closer to that of the average-liked person than to that of the average-disliked person.

Give yourself a score of 3 for each of these questions you can answer "YES".

1. Can you always be depended upon to do what you say you will?
2. Do you go out of your way cheerfully to help others?
3. Do you avoid exaggeration in all your statements?
4. Do you avoid being sarcastic?
5. Do you refrain from showing off how much you know?
6. Do you feel at ease with your associates?
7. Do you keep from reprimanding people who do things that displease you?
8. Do you refrain from bossing people not employed by you?
9. Do you avoid making fun of others behind their backs?
10. Do you keep from domineering others?

Give yourself a score of 2 for each of these questions you can answer "YES".

11. Do you keep your clothing neat and tidy?
12. Do you avoid being bold and nervy?
13. Do you avoid laughing at the mistakes of others?
14. Is your attitude toward the opposite sex free from vulgarity?
15. Do you avoid finding fault with everyday things?
16. Do you let the mistakes of others pass without correcting them?
17. Do you loan things to others readily?
18. Are you careful not to tell jokes that will embarrass those listening?
19. Do you let others have their own way?
20. Do you always control your temper?
21. Do you keep out of arguments?
22. Do you smile pleasantly?
23. Do you avoid talking almost continuously?
24. Do you keep your nose entirely out of other people's business?
25. Do you have patience with modern ideas?
26. Do you avoid flattering others?

Give yourself a score of 1 for each of these questions you can answer "YES".

27. Do you avoid gossiping?
28. Do you refrain from asking people to repeat what they have just said?
29. Do you avoid asking questions in keeping up a conversation?
30. Do you avoid asking favors of others?
31. Do you avoid trying to reform others?
32. Do you keep your personal troubles to yourself?
33. Are you natural rather than dignified?
34. Are you usually cheerful?
35. Are you conservative in politics?
36. Are you enthusiastic rather than lethargic?
37. Do you pronounce words correctly?
38. Do you look upon others with suspicion?
39. Do you avoid being lazy?
40. Do you avoid borrowing things?
41. Do you refrain from telling people their moral duty?
42. Do you avoid trying to convert people to your own beliefs?
43. Do you avoid talking rapidly?
44. Do you avoid laughing loudly?
45. Do you avoid making fun of people to their faces?

VALUES CLARIFICATION

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Teaching time: 3 weeks

DECISION MAKING

UNIT OUTLINE

I. Overview of Unit

II. Decision-Making Strategy

- A. Clarifying the Situation
- B. Searching for Alternatives
- C. Identifying the Criteria
- D. Evaluating the Alternatives
- E. Developing a Plan of Action

III. Career Decision-Making Cycle

IV. Resources and References

GENERAL PURPOSE: To develop planning skills that will enable the student to understand the decision-making process and will provide guidance in making decisions.

UNIT: Decision Making

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
I. Overview of Unit	Given information on the decision-making process, the student will be able to describe and discuss the principles of the decision-making process with 80% accuracy.	(T) 1. Introduce unit with description of purpose, role, and scope of the decision-making process a) Brief outline of unit b) Class requirements and activities c) Anticipated behavioral outcomes (T) 2. Assign related reading in text and references in preparation for future exploration of topic.	*Marketing and Distribution*, pp. 516-539 *Retailing Principles and Practices*, pp. 332-353, 379-386 *Basic Retailing and Distribution*, pp. 357-399 *Selling: Helping Customers Buy*, pp. 3-11, 383-414, 427-450 *Marketing in Action*, pp. 145-152, 413-417 *Personality Development for Business*, pp. 175-238 *Retail Merchandising*, pp. 595-621 *Succeeding in the World of Work*, pp. 3-79 *Your Career in Marketing*, pp. 107-118
II. Decision-Making Strategy	Given information on the steps in decision making, the student will be able to name the five-step decision-making strategy.	(T) 1. Discuss the five-step decision-making strategy.	Supplement 1
A. Clarifying the situation	Given a hypothetical situation, the student will be able to clarify the situation through the use of interests, abilities, and values with 70% accuracy.	(T/S) 1. Discuss the methods used in clarifying a situation through: a) interests b) abilities c) values	Career Planning Program (CPP) Testing Service provided by the school guidance department
	Given instruction on how to set a goal, the student will be able to identify his/her goal.	(T) 1. Discuss the process in setting goals for a career. (S) 2. Identify your career goal.	*Retailing Principles and Practices*, pp. 2-20

UNIT: Decision Making

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
B. Search for alternatives	Given instruction on how to locate resources, the student will be able to develop a list of alternatives or options.	(T) 1. Provide the vehicle whereby students can begin the search for alternatives. Discuss the list of resources for the students to investigate. (S) 2. Develop a list of alternatives or options.	Supplements 2, 3, 4, 5
C. Identify the criteria	Given information on how to identify the criteria, the student will be able to identify and state the criteria with 70% accuracy.	(T) 1. Discuss the method used in identifying the standard or criteria that an option must meet to satisfy the goal set. (S) 2. Identify the standard or criterial that the option must meet in order to satisfy the goal.	
D. Evaluating the alternative	Given information on how to evaluate alternatives, the student will be able to evaluate alternatives and make decisions.	(T) 1. Discuss the process used in evaluating alternatives and the best way of reaching a goal. (S) 2. Develop a chart which will illustrate which options best meet the criteria. (S) 3. Repeat the process for each of your career goals.	*Exploring Career Decision Making*, p. 382

UNIT: Decision Making

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
E. Developing a plan of action 1. Flow chart	Given information on how to develop a flow chart, the student will be able to develop a plan using a flow chart.	(T) 1. Provide an explanation of how to develop a plan of action in order to achieve goals. (T) 2. Discuss the purpose of a plan of action and a flow chart. (T) 3. Illustrate how the chart will show: a) what options the student has, b) what steps the student will need to take in order to reach a goal, c) what decisions the student will need to make.	*Exploring Career Decision Making*, p. 384
2. Time line	Give information on the purpose of a time line, the student will be able to develop a time line in conjunction with the flow chart.	(T) 1. Discuss the purpose of a time line and how to develop a time line in conjunction with a flow chart. (T) 2. Discuss how the flow chart for career planning can be used to map out general plans to cover several years and as a model for planning and decision making throughout life. (T) 3. Illustrate how the student can use a time line and flow chart to schedule work on a term paper or project.	*Exploring Career Decision Making*, p. 385

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
III. The Career Decision-Making Cycle	Given information on the career decision-making cycle, the student will be able to evaluate his/her career plan and another student's plan.	(T) 1. Have the students examine each other's career plans in order to identify possible programs and suggest ways to improve plans.	
	Given role-playing instructions in the career planning process, the student will be able to demonstrate his/her knowledge of the career process.	(T) 1. Discuss role playing and the purpose of the activity. (T) 2. Have the students role play a client who is hiring consultants (experts in career planning) to evaluate and make suggestions on the client's career planning process. (T) a) Divide the class into groups of 3 or 4. (T) b) Discuss the role of the client and the role of the consultant. (S) c) Take turns in the group being the client and being the consultant.	Supplements 6 and 7

UNIT: Decision Making

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
	Given instruction on how to develop a career brochure, the student will be able to compile a career brochure using pictures and information about the occupation of his/her choice.	(T) 1. Discuss the purpose of a career brochure and the mechanics involved in developing one. (S) 2. Compile the information needed to develop a career brochure. Obtain pictures, if possible. (S) 3. Develop a career brochure and share with the class.	Supplements 8, 9, 10

FIVE-STEP DECISION–MAKING STRATEGY

1. Clarify the situation.
2. Search for alternatives.
3. Identify the criteria.
4. Evaluate the alternatives and make a decision.
5. Develop a plan of action and follow through.

ALTERNATIVES OR OPTIONS

1. High school programs
2. Government programs
3. Two-year colleges
4. Technical schools
5. Independent study
6. Immediate employment
7. Apprenticeship programs
8. Correspondence courses
9. Military services
10. Business, industry, union: on-the-job training
11. Civic and community organizations (financial needs met in other ways)

ALTERNATIVES AND OPTIONS

GOVERNMENT TRAINING PROGRAMS

Public Service Career Program (PSC)
Job Corps
Manpower Development Training Act
Neighborhood Youth Corps (NYC)
Operation Mainstream
Work Incentive Program (WIN)

APPRENTICESHIP PROGRAMS

Cosmetologists
Watchmakers
Printers
Upholsterers
Plumbers

COLLEGES AND UNIVERSITIES

3200 colleges and universities in the U.S.

CORRESPONDENCE COURSES

National publications are too many to list.

ON-THE-JOB TRAINING

Some training programs offered by companies that pay a salary to the new employee while in training.

JOB DECISION MAKING

JOB _____

1. Salary _____
2. Opportunity for advancement _____
3. Your social life—will you want to leave old friends and make new ones? _____
4. Type of work involved—will it be fulfilling? _____
   _____
5. The company, its products, and its size _____
   _____
6. Type of city or town where the company is located _____
   _____
7. Availability of transportation _____
8. Quality of schools (if you have or plan to have children) _____
   _____
9. Availability of houses or apartments _____
   _____
10. Availability of social activities _____
    _____
11. Climate _____

POSSIBLE OPTIONS

What can *you* do now, while in school, to begin to meet your goals? Look at the following general options and write in possible alternatives to your goal.

1. School courses
2. Activities outside the classroom
3. Activities within the home and family
4. Civic or community services
5. Part-time or summer jobs
6. Other options (be specfic)

NOW: Circle the options you would be willing to act on to meet your goals.

CLIENT'S INSTRUCTIONS

ROLE PLAYING

Tell the consultant about your career goals.

Explain how you think your values, interests, and abilities relate to your career goals.

Describe the steps you plan to follow to reach your goals (use your flow chart).

Discuss your reasons for choosing the alternatives outlined in your plan.

Point out any aspects of your plan of which you are not sure.

Answer the questions the consultants ask.

Take notes on the suggestions your consultants offer.

CONSULTANTS' INSTRUCTIONS

ROLE PLAYING

Listen carefully and then ask questions.

Get to know the interests, values, abilities, and goals of your client.

Ask questions to be sure you understand your client's plans.

Try to think of options your client may not have considered and suggest them.

Help your client think about factors which might affect his/her plans.

Point out problems your client may face and explain why. If the client agrees that there may be a problem, suggest ways to resolve it.

Be careful not to impose your own values on the client.

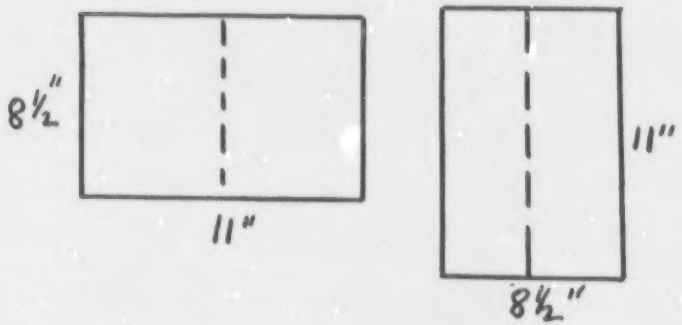
CAREER BROCHURE QUESTIONS

Make a rough draft of a career brochure. Construct the brochure using pictures of the occupation or business, if possible. Your brochure should answer some of the following questions.

1. What is the title of the occupation?
2. What are the most appealing aspects of this occupation to you?
3. What benefits does this occupation offer?
4. Can a qualified worker be promoted rapidly in this occupation?
5. What can a high school student do to prepare for this occupation?
6. What credentials does a person need to enter this occupation?
7. How can these credentials be obtained?
8. How long does it take to obtain the required credentials?
9. Where can they be obtained?
10. What skills are needed to perform well on the job?
11. What would be the interests of a person satisfied in this occupation?
12. What is the salary range?
13. What is the employment outlook for this occupation in the future? Why?
14. What tasks does a worker actually perform in this occupation?
15. What areas of the country offer the best employment outlook in this occupation?
16. Where can a person interested in this occupation find further information?
17. What might a person have to give up in order to pursue this occupation?
18. Is it worth it to a person to give up other things for this occupation? Why?
19. What is the best advice you can give a person interested in this occupation?
20. What kind of lifestyle can a person expect to have in this occupation?
21. What is it about this occupation that would make a person happy?
22. What is unique about this occupation?
23. What are some things that people dislike about this occupation?
24. Why do people leave this occupation?

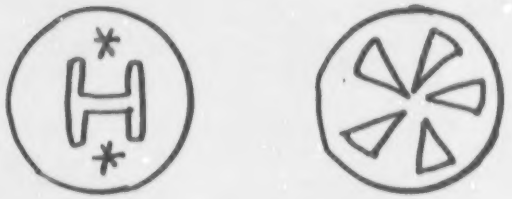
SAMPLE BROCHURE FORMATS

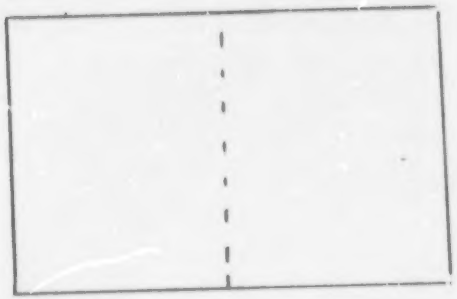
ONE SHEET BROCHURE

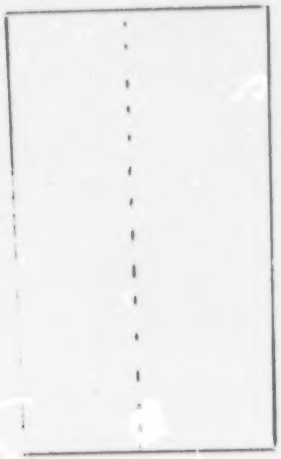


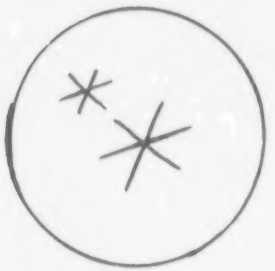
TWO SHEET BROCHURE

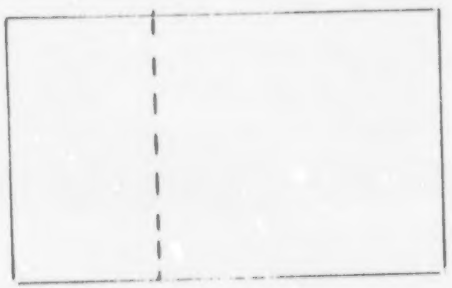
DEVELOP YOUR CAREER BROCHURE'S OWN LOGO OR IDENTIFYING SYMBOL

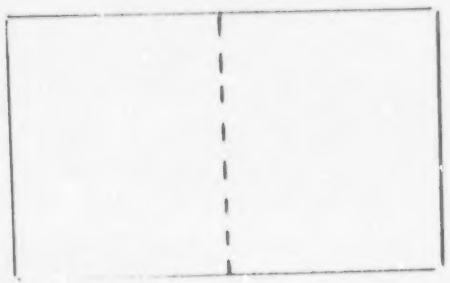












DECISION MAKING

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Teaching time: 2 weeks

DEVELOPING A CAREER–LIFE PLAN

I. Planning Process

II. Career Choice

III. Education and Jobs
- A. High School Completion
- B. Ocupational Training
- C. Job Openings
- D. Part-Time Job
- E. Dress and Mannerisms
- F. Interview

GENERAL PURPOSE: To assess career choices in terms of one's values, life-style preferences, needs for personal satisfaction, and identifying one's capabilities---all part of the process carried out during the development of a career-life plan. The plan is to serve as a roadmap for achieving a specific career goal.

UNIT: Developing a Career-Life Plan

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
I. Planning Process	Given a discussion on the career-life planning process, the student will be able to write a personal plan including at least four of the major elements discussed.	(T) 1. Introduce the process in developing a career-life plan. (T) 2. Explain the purpose and the components of a career-life plan. a) Career objective b) Education and training required c) Work experience either required or desired (T) 3. Discuss the importance of a personally developed career-life plan and how it can be revised depending upon the change in a person's interests and abilities. (T) 4. Explain career movement among and within jobs. (T) 5. Discuss the various routes a person can follow in reaching goals, i.e., work, higher education, etc. (T) 6. Discuss the need to have flexibility in the career plan to allow for unexpected opportunities or problems.	*Career Exploration in Marketing and Distribution*, p. 16-S-3 *Career Program Planning Guide (Counselor's Handbook)*, pp. 1-3, 1-4, 1-5, 1-6

UNIT: Developing a Career-Life Plan

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
II. Career Choice	Given the five occupational categories, the student will be able to select one category of interest and one job in that category, and then list the steps which were followed in selecting that particular job.	(T) 1. Discuss the five broad occupational categories. (S) 2. Identify one job in each of the five categories. (T) 3. Discuss the steps followed in making an occupational choice. (T) 4. Discuss the areas or points which should be considered when studying a job. a) Personal characteristics b) Job requirements c) Interests and abilities d) Advancement possibilities e) Other items the student feels are important (T/S) 5. Have students select a person they admire for his/her job success. Complete questionnaire and discuss in class. (T/S) 6. Complete the "Occupational Prestige-Ranking Worksheet" and discuss. (T/S) 7. Complete "Trustworthiness of Occupations Worksheet" and discuss.	*Choosing A Career* (Kit 33), Transparencies 1-11, pp. 4-6 *Career Program Planning Guide (Counselor's Handbook)*, pp. 4-2 through 4-6

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(T/S) 8. Complete "Values Ranking Exercise" and discuss.	
		(T/S) 9. Have each student draw up a tentative plan for developing the skills and characteristics needed for success in a field of the student's interest.	
		(T/S) 10. Contact the area vocational center or technical college to schedule a field trip. After the trip, have students complete and discuss the questionnaire.	*Choosing a Career*, p. 7
		(T/S) 11. Assess the students knowledge of career-planning skills with checklist.	*Activities for Succeeding in the World of Work*, p. 135
		(S) 12. Develop a bulletin board or poster illustrating your career preference.	*The Big Fearon Bulletin Board Book*, pp. 163-184
III. Education and Jobs A. High School Completion	Given a discussion on the importance of completing high school, the student will be able to identify at least four advantages to achieving this goal.	(T) 1. Discuss the importance of completing high school and the benefits derived from finishing.	*World of Work: Education and Jobs (Kit 39)*, Transparencies 1-8, p. 3
		(T) 2. Invite a resource person to discuss the problems which arise when high school is not completed.	

UNIT: Developing a Career-Life Plan

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		a) Guidance Counselor b) Adult education coordinator c) A carefully selected high school dropout who has made the decision to return to school d) High school principal or area vocational center director	
		(S) 3. List four reasons for completing high school.	
B. Occupational Training	Given a particular occupation, the student will be able to list five ways of obtaining occupational training for that job in the community.	(T) 1. Discuss the different means of obtaining training for occupations. Use catalogs, brochures, directories, pamphlets, etc. for illustration.	
		(S) 2. List five ways of obtaining occupational training in the community and the special type of training that each offers.	
C. Job Openings	Given a discussion on locating jobs, the student will be able to name at least five resources for job openings.	(T) 1. Discuss how to locate job openings. (S) 2. Bring one resource to class which lists a job opening. Discuss the opportunities available through this resource.	

UNIT: Developing a Career-Life Plan

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
D. Part–time Job	Given information concerning two part-time jobs, the student will be able to describe the pros and cons of each.	(T) 1. Discuss the advantages and disadvantages of students working while in school. (T) 2. Discuss some of the agencies which offer part-time work to students. (T) 3. Discuss some jobs students can perform on a part-time basis. (S) 4. Obtain information containing two part-time jobs available in the community. (T) 5. Visit the location and complete the checklist about part-time jobs. Discuss your findings in class. (T) 6. Discuss the importance of likes and dislikes in selecting a job and experiencing job satisfaction.	*Activities for Succeeding in the World of Work*, p. 140
E. Dress and Mannerisms	Given a list of dress habits and mannerisms, the student will be able to identify the appropriate dress and mannerisms with 80% accuracy.	(T/S) 1. Describe the purpose of appropriate dress and good manners in getting and keeping a job. (T) 2. Distribute and discuss examples of do's and don't of dress habits and mannerisms.	

UNIT: Developing a Career-Life Plan

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
F. Interview	Given a job interview situation, the student will be able to describe and role play an interview. The interview procedure must be rated acceptable by the instructor.	(T) 1. Discuss the importance of a good interview. (T) 2. Distribute copies of "Common Interview Questions" or "Questions Frequently Asked During the Employment Interview." (T) 3. Describe the importance and purpose of questions used during the interview. (S) 4. Simulate an interview. Answering the interview questions may help students narrow career choices and eliminate frivolous career ideas. (T) 5. Distribute copies of "Negative Factors" and discuss how these factors influence the interview.	*Career Education Mini-Curriculum*, p. 85 Supplement 1 Supplement 2
IV. Career-Life Plan	Given the process of developing a career-life plan, the student will be able to compile a plan for a career chosen by the student. The plan must be reviewed and rated acceptable by instructor.	(T) 1. Explain and distribute the form for developing a career-life plan. (S) 2. Select the type of work you would like to set as your goal. Research and complete the career-life plan form.	Supplement 3

QUESTIONS FREQUENTLY ASKED DURING THE EMPLOYMENT INTERVIEW

Dr. Frank S. Endicott, Director of Placement at Northwestern University, surveyed a large number of companies to find what questions were most frequently asked during employment interviews. These questions are listed here for whatever help they may give you in preparing for your interview.

You will notice that some of the questions will not apply to you but that many of them will. It is well to have answers to the applicable questions thought out ahead of time. Of course, you may not be asked a large proportion of such questions during any one interview. However, being ready with answers should help the interview go smoothly. Here are the questions.

1. What are your future vocational plans?
2. In what school activities have you participated? Which did you enjoy the most?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What courses did you like best? Least? Why?
8. Why did you choose your particular field of work?
9. How did you spend your vacations while in school?
10. What do you know about our company?
11. What qualifications do you have that make you feel that you will be successful in your field?
12. What extracurricular offices have you held?
13. How interested are you in sports?
14. How did you rank in your graduating class in high school?
15. What personal characteristics are necessary for success in your chosen field?
16. Why do you think you would like this particular type of job?
17. What is your father's occupation?
18. Are you looking for a permanent or temporary job?
19. Do you prefer working with others or by yourself?
20. Can you take instructions without feeling upset?
21. Do you live with your parents?
22. What interests you about our product or service?
23. Do you feel you have done the best scholastic work of which you are capable?
24. How long do you expect to work?
25. Have you ever had any difficulty getting along with fellow students and faculty?
26. Have you saved any money?
27. Do you have any debts?
28. Do you like routine work?
29. Do you like regular hours?
30. What is your major weakness?
31. Have you had any serious illness or injury?
32. Is it an effort for you to be tolerant of persons with a background and interests different from your own?
33. Have you plans for graduate work?
34. What jobs have you enjoyed the most? The least? Why?
35. What are your own special abilities?
36. How about overtime work?
37. What kind of work interests you?
38. What are the disadvantages of your chosen field?
39. Do you think that grades should be considered by employers? Why or why not?
40. What have you done which shows initiative and willingness to work?
41. What do you think determines a man's progress in a good company?
42. What job in our company do you want to work toward?
43. What job in our company would you choose if you were entirely free to do so?

NEGATIVE FACTORS EVALUATED DURING THE EMPLOYMENT INTERVIEW WHICH FREQUENTLY LEAD TO REJECTION OF THE APPLICANT.

This list of negative factors was reported by employers. Go over this list in an attempt to see how you might improve your interview. Of course, you should not give false information about your past results, but you can emphasize the stronger points of your record.

1. Poor personal appearance
2. Overbearing, overaggressive, conceited "superiority complex" – "know-it-all"
3. Inability to express oneself clearly – poor voice, diction, grammar
4. Lack of planning for career – no purpose and goals
5. Lack of interest and enthusiasm – passive, indifferent
6. Lack of confidence and poise – nervousness, ill-at-ease
7. Failure to participate in activities
8. Overemphasis on money – interested only in best dollar offer
9. Poor scholastic record – just got by
10. Unwilling to start at the bottom – expects too much too soon
11. Makes excuses – evasiveness – hedges on unfavorable factors in record
12. Lack of tact
13. Lack of maturity
14. Lack of courtesy – ill mannered
15. Condemnation of past employers
16. Marked dislike for school work
17. Lack of vitality
18. Fails to look interviewer in the eye
19. Limp, fishy handshake
20. Indecision
21. Loafs during vacations
22. Unhappy married life
23. Friction with parents
24. Sloppy application form
25. Merely shopping around
26. Wants job only for short time
27. Little sense of humor
28. Lack of knowledge of field of specialization
29. Parents make decisions for him/her
30. No interest in company or in industry
31. Emphasis on whom he/she knows
32. Unwillingness to go where we send him/her
33. Cynical
34. Low moral standards
35. Lazy
36. Intolerant – strong prejudices
37. Narrow interests
38. Spends much time in movies
39. Poor handling of personal finances
40. No interest in community activities
41. Inability to take criticism
42. Lack of appreciation of the value of experience
43. Radical ideas
44. Late to interview without good reason
45. Never heard of company
46. Failure to express appreciation for interviewer's time
47. Asks no questions about the job
48. High pressure type
49. Indefinite response to questions

The matter of applying for a job is an important item for a young person to study. The careful devotion of time and effort to this subject should bring about favorable returns in terms of income as well as general satisfaction.

CAREER PLAN

A. **Career Objective:** _____
(job title)

B. **Preferences:** The following are preferences you may consider in thinking about your career objective. Fill in where appropriate.
I want to:
1. work in _____ (for example, advertising or hardware).
(industry)
2. perform the job of _____ (for example, selling space or hardware).
(specify)
3. work in a company whose size is
_____large _____medium _____small _____does not matter
4. live in
_____metropolitan area _____ average size city _____small town _____rural area
_____does not matter
5. work
_____alone _____with people _____under a supervisor _____as a supervisor
6. live in a specific geographical area.
_____(for example, East Coast, New York City)
7. become an entrepreneur. _____yes _____no

C. **Education and Training:** List the education and training required to attain your job objective. Include courses which will be taken, the estimated time required to complete each, likely resources for obtaining each, and reason for obtaining each (e.g. college degree is required or to obtain bookkeeping skills).

Education and Training	Courses	Estimated Time	Resources	Reason

D. **Work Experience:** List the work experience in sequential order which you plan to undertake in order to achieve your ultimate job objective.

Job	Estimated Time	Type of Business	Experience to Be Gained

E. **Additional Considerations:** List any other considerations which may effect your career plan. For example, some female or male students may plan to leave the workforce during child-rearing years.

Consideration	Reason

DEVELOPING A CAREER-LIFE PLAN

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Teaching time: 2 weeks

JOB SEARCH SKILLS

UNIT OUTLINE

I. Understanding the Job
   A. Employment Information
   B. Job Briefs

II. Job Sources
   A. Classified Ads
   B. Letters of Application
   C. Employment Services
   D. Employers and Personnel Directors
   E. Friends and Relatives

GENERAL PURPOSE: To help clarify details about jobs in which the student is interested and to provide several sources that will aid the student in locating the job he/she wants, both now and in the future.

UNIT: Job Search Skills

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
I. Understanding the Job A. Employment Information	Given reference materials on careers, the student will be able to identify and use at least two resources that clarify specific job titles and job descriptions.	(T) 1. Explain how to research a a career of interest to the student and how to locate reference materials.	*Survival in the World of Work*, pp. 5 and 12 *Dictionary of Occupational Titles* *Occupational Handbook* *Job Guide for Young Workers* *Encyclopedia of Occupations*
		(S) 2. Research and list reference materials on careers of interest to the student.	
B. Job Briefs	Given job briefs in the student's area of interest, the student will be able to compile a file list of jobs and employers which may be used for locating employment with 90% accuracy.	(T) 1. Explain the procedure for writing a job brief and its purpose.	
		(S) 2. Choose five jobs of interest in the marketing field.	
		(S) 3. Write a job brief using resources listed above.	*Me and Jobs*, p. 31
		(T/S)4. Obtain job briefs from actual workers in a specific occupation. Teacher may need to check student's questions before actual interview.	*Me and Jobs*, p. 33
		(S) 5. After researching jobs of interest, locate the employers in the city or town who offer these jobs. List names, addresses, and phone numbers of these employers.	Yellow pages of the telephone directory, local chamber of commerce *Making It Work*, Module 10 *Career Exploration in Marketing and Distribution*, pp. 15-S-4 and 15-S-5 *Me and Jobs*, pp. 34-35

UNIT: Job Search Skills

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(T) 6. All students will report their findings to the class. Job briefs may be displayed on the bulletin board of careers.	
II. Job Sources A. Classified Ads	Given the help wanted section and ad abbreviations, the student will be able to use the classified ads section of the newspaper to find current job openings with 100% accuracy.	**Ad Abbreviations** (T) 1. Prepare a list of ad abbreviations found in the help wanted section. (T) 2. Divide students into small groups. (T) 3. Distribute the list of abbreviations only and ask students to identify each. (T/S) 4. Discuss any terms that need clarification.	Local or state newspaper (preferably the Sunday edition) *Me and Jobs*, p. 23
		Job Identification (S) 1. Choose five jobs of interest. (S) 2. List elements about the job.	*Me and Jobs*, p. 26
B. Letters of Application	Given information on writing a business letter, the student will be able to write a letter of application with 100% accuracy.	(S) 1. Write letters of application for two different positions.	*Job Seeking: How and Where*, pp. 16-19 *Survival in the World of Work*, p. 13

UNIT: Job Search Skills

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
C. Employment Services	Given information on employment agencies, the student will be able to name the advantages and disadvantages of using private employment agencies and public employment agencies when locating a job with 100% accuracy.	(T) 1. Arrange for a representative of a local job service office to visit the classroom to inform students of the available services and benefits.	South Carolina Job Service
		(T) 2. Describe and discuss the private employment agencies as a source for locating jobs.	Yellow pages of the telephone directory Supplement 1 *Your Career in Marketing*, pp. 196-207 *Career Exploration in Marketing and Distribution*, p. 15-S-3
		(S) a) Locate pertinent information about private employment agencies.	
		(T/S) b) Discuss the advantagies and disadvantagies of a private employment agency.	
		(T/S) c) Invite a representative from one of the agencies located near you to speak to the class concerning the services offered.	
		(T) 3. Describe and discuss the services offered by school employment services offered through the school guidance program. Invite the school's counselor to lead a discussion.	Local school guidance counselor

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UNIT: Job Search Skills

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
D. Employers and Personnel Directors	Given employment information from employers and personnel directors, the student will be able to refer to a personal file of personnel directors in order to find accurate employment and application information at any given time during the school year.	(T) 1. Assign each student a number of different businesses in the area. (T) 2. Have each student gather information from personnel directors or employment managers by calling or visiting the business. (T) 3. Compile a list of information gathered by the students. The student should keep information gathered according to the type of business.	Supplement 2
E. Friends and Relatives	Given the results of a survey, students will be able to determine whether friends and relatives are a current and viable source when locating available jobs.	(S) 1. Prepare a brief survey to conduct among friends and relatives. (S) 2. Contact four people who are currently working and administer the survey individually. (S) 3. Compile the results and compute the percentage of responses for each question. (T) 4. Discuss the results with the class.	Supplement 3 *Me and Jobs*, p. 41

PRIVATE EMPLOYMENT AGENCIES

NAME _____

ADDRESS _____

PHONE NUMBER _____

NAME _____

ADDRESS _____

PHONE NUMBER _____

NAME _____

ADDRESS _____

PHONE NUMBER _____

NAME _____

ADDRESS _____

PHONE NUMBER _____

ADVANTAGES: _____

_____

DISADVANTAGES: _____

_____

EMPLOYER OR PERSONNEL DIRECTOR

NAME (PERSONNEL DIRECTOR OR EMPLOYMENT MANAGER) _____

BUSINESS ADDRESS _____

_____

BUSINESS PHONE _____

DAYS AND HOURS IN WHICH APPLICATIONS ARE ACCEPTED _____

_____

OTHER PERTINENT INFORMATION _____

_____

_____

SURVEY OF FRIENDS AND RELATIVES PRESENTLY EMPLOYED

Circle your response to each of the following questions.

FRIEND RELATIVE

1. Is there a job opening in your department that the management would like filled?

   YES NO I DO NOT KNOW

2. Other than in your department, is there a job opening in your business that the management would like filled?

   YES NO I DO NOT KNOW

IF YOU HAVE EVER BEEN AWARE OF AN AVAILABLE JOB IN YOUR BUSINESS, PLEASE ANSWER THESE QUESTIONS.

3. Do you know the exact job title for the available position?

   YES NO

4. Do you know the approximate salary for the available job?

   YES NO

5. Do you know the approximate hours of the available job?

   YES NO

6. Do you know the full name of the person that is to be contacted when applying for the available position?

   YES NO

JOB SEARCH SKILLS

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Gordon, Alice K. *Career Exploration in Marketing and Distribution.* Belmont, Mass.: Contract Research Corp., 1968.

Hooker, Fleming. *Me and Jobs.* New York: Educational Design, Inc., 1974.

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South Carolina Department of Education. *Job Seeking: How and Where.* Columbia, S.C.: State Department of Education, 1981.

Storms, Charles A. *Survival: In the World of Work.* Columbus, Ohio: Distributive Education Materials Lab.

Success: A Teaching Unit About Job Application Forms. Columbus, Ohio: Distributive Education Materials Lab.

Zedlitz, Robert. *Getting A Job: Process Kit.* Cincinnati, Ohio: South-Western Publishing Co., 1981.

Teaching time: 4 weeks

JOB INTERVIEW AND PLACEMENT SKILLS

UNIT OUTLINE

I. Applying for the Job
   A. Resume
   B. Cover Letter
   C. Employment Applicaton
   C. Pre-Employment Test

II. The Job Interview
   A. Before the Interview
   B. During the Interview
   C. After the Interview

GENERAL PURPOSE: To provide the student with principles and techniques which should be utilized in applying and interviewing for all types of jobs.

UNIT: Job Interview and Placement Skills

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
I. Applying for the Job A. Resume	Given a sample resume and a skeletal resume form, the student will be able to complete a personal resume with 100% accuracy.	(T) 1. Provide sample resumes to students giving explanations of each section. (S) 2. Complete a skeletal resume using your personal data. The resume should have each major section titled. (T) 3. Critique the resumes. (S) 4. Insert corrections. Type the resume neatly and file with the teacher for future reference.	Supplement 1 *Getting A Job: Process Kit*, pp. 1-2 *Me and Jobs Workbook*, pp. 87-88 *Career Education Mini-Curriculum*, p. 37 *The Job You Want and How To Get It*, pp. 38-44 *Survival in the World of Work*, pp. 5-6 *Job Seeking: How and Where*, pp. 20-22
B. Cover Letter	Given a job selected by the student, the student will be able to write a cover letter to accompany the resume. All grammar and elements of the letter must be 100% accurate.	(T) 1. Explain the purpose of a cover letter and the three main elements of the letter. (S) 2. Choose a job that interests you. (S) 3. Prepare a cover letter to accompany your resume. The cover letter must include the three main elements. (T) 4. Critique the cover letters. (S) 5. Insert corrections in the letter. Type the letter neatly and file with the teacher for future reference.	*Survival in the World of Work*, pp. 13-15 *Getting a Job: Process Kit*, pp. 4-6 *Job Seeking: How and Where*, pp. 16-19

UNIT: Job Interview and Placement Skills

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
C. Employment Application	Given a blank application form, the student will be able to complete each portion of the form with 100% accuracy.	(T) 1. Prepare a list of words that may cause students problems when completing application forms. (T/S) 2. In small groups, discuss the "problem words" and write a definition for each. (T) 3. Prepare a list of hints for completing application forms. This list should apply to those portions of an application form confusing to a student and those portions frequently completed incorrectly. (T/S) 4. Hand out a completed application form which has many mistakes (those discussed earlier). Have students circle the errors and discuss them as a group. (T/S) 5. Hand out a completed application form with only three hard-to-notice errors. Have student locate each one. (S) 6. Complete an application form as if you were applying for a real job.	Supplement 2 *Me and Jobs*, pp. 74-79 *The Job You Want and How to Get It*, Chapter 6 Dictionary *Job Seeking: How and Where*, pp. 22-26 *Career Education Mini-Curriculum* p. 35 *Getting a Job: Process Kit*, pp. 4-7

UNIT: Job Interview and Placement Skills

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(T/S) 7. Prepare and distribute a checklist for each student to check his/her own application form. Then pass the checklist and application to two other students for checking. (T/S) 8. Discuss the most frequent errors found.	
D. Pre-Employment Test	Given a sample pre-employment test, the student will be able to complete the test within the five-minute limit with 80% accuracy.	(T) 1. Explain why employers may require a pre-employment test. Cite businesses in your area which require previous testing. Explain that testing varies according to jobs. (T/S) 2. Complete the test on ability to follow directions. After test, discuss the exercise. (S) 3. Complete a sample pre-employment test. (T) 4. Redistribute the test for checking. (T/S) 5. Discuss the five basic types of questions generally asked through these tests. a) Basic math b) Spelling and/or grammar	*Career Education Mini-Curriculum*, pp. 38-46

UNIT: Job Interview and Placement Skills

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		c) General knowledge d) Logic e) Clerical skills	
II. The Job Interview A. Before the Interview	Given a role-playing situation on a job interview, the student will be able to demonstrate how to arrange for an interview. The demonstration must be rated acceptable by the instructor.	(T/S) 1. Hand out and discuss a list of suggestions concerning "before the interview tips." (S) 2. Role play arranging for a job interview by pairing off (applicant and employer) and practicing telephone conversations for an interview appointment.	*Career Exploration in Marketing and Distribution*, pp. 15-T-3, 15-S-7 through 15-S-11 *The Job You Want and How To Get It*, p. 71 *Your Career in Marketing*, pp. 201-202 *Getting a Job: Process Kit*, pp. 13-14
B. During the Interview	Given an interview situation, the student will be able to demonstrate how to make a favorable first impression, properly follow interview suggestions, and respond to each question without hesitation. The demonstration must be rated acceptable by the instructor.	(T/S) 1. Discuss "do's and don'ts" in interviewing. (T) 2. Prepare a list of good and bad comments made during an interview. (S) 3. Mark "ok" or "no" by comments used in some interviews. Compare answers in small group discussions.	Supplement 3 *Making It Work*, Module No. 2 *Dress to Impress* *Me and Jobs*, pp. 82-86 *Career Education Mini-Curriculum*, p. 51 *Job Seeking: How and Where*, Step 4 *Getting A Job*, pp. 17-18 *Career Exploration in Marketing and Distribution*, p. 15-T-S

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(T/S)4. Show pictures of different types of people who may interview for different jobs. Describe your first impressions of each character. Discuss the importance of a favorable first impression in interviewing. (S) 5. Answer questions frequently asked during an interview just as if you were in an actual interview situation. (T/S)6. Discuss the importance of an applicant obtaining information in the interview. Have students develop a list of job characteristics they would like to know before they decide whether or not to take a job.	
C. After the Interview	Given the information for a proper follow through for an interview, the student will be able to write, call, or make a return visit to the prospective employer. One of the conditions must be met and rated acceptable by the instructor.	(T) 1. Explain the purpose in following through with the prospective employer with a phone call, thank-you letter, or a visit.* *Use same situation in follow through as previously begun in arranging for the interview.	*The Job You Want*, p. 80 *Getting A Job Process Kit*, pp. 19-20 *Job Seeking: How and Where*, pp. 33-34 *Career Exploration in Marketing and Distribution*, pp. 15-S-27, 15-T-7, 15-S-B.

UNIT: Job Interview and Placement Skills

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(T) 2. Demonstrate how a phone call or visit should be conducted. (S) 3. Role play a return visit or phone call to the prospective employer. Work in pairs (employer and interviewer) to practice calling to thank the interviewer. Write a rough script of what should be said before making the call. (T) 4. Discuss the procedure in writing a thank you letter in incorporating the five elements. (S) 5. Write a thank you letter which would follow a job interview. (S) 6. Exchange letters with classmates and label the five elements that should be included. (T/S) 7. Discuss several reasons why people do not get jobs and why certain people are hired over others.	

Mary Catherine Dean
108 State Street
Columbia, South Carolina 29202
803- 749-1234

251-62-5430

Date of birth: September 15, 1962

Health: Excellent

Education

Terrace Elementary School
1400 Terrace Drive
Columbia, South Carolina 29202

1968-1973

Smith Middle School
210 Marlboro Avenue
Columbia, South Carolina 29203

1973-1976

Pineview High School
1350 Pineview Drive
Columbia, South Carolina 29202

1976-1980

Skills

I can run an electronic cash register and type 45 wpm.

Honors and Achievements/Outside Interests

A member of Distributive Education Clubs of America for two years, holding office of secretary during my senior year
I enjoy needlework and I sing in the church choir.
Received a perfect attendance certificate my sophomore and junior year in high school

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Work Experience

April, 1980 to present . . . . . Rich's Department Store
Columbia Mall
Columbia, South Carolina 29204
803—746-0900

Title: Salesperson, then promoted to department supervisor
Duties: Cleaning sales area, keeping adequate stock, running register, selling, handling weekly sales records, handling money daily

September, 1978 to April, 1980 . . . . . Richway
Woodhill Mall
Columbia, South Carolina 29202
803-796-1543

Title: Cashier
Duties: Clean area daily, check out customers, handle cash and charge transactions

Mrs. Saly L. Wood
Marketing and Distributive Education Teacher
Pineview High School
1350 Pineview Drive
Columbia, South Carolina 29202
803-745-2169

Mr. Warren J. Corley
Manager
Richway
Woodhill Mall
Columbia, South Carolina 29202
803-796-1543

Reverend J. R. Jones
Minister
United Methodist Church
600 Lady Street
Columbia, South Carolina 29202
803-254-7900

"COMPANY X"

Supplement 2

APPLICATION FOR EMPLOYMENT DATE _____

POSITION APPLYING FOR _____ ☐ FULL TIME ☐ PART TIME (HOURS AVAILABLE) _____

NAME (LAST / FIRST / MIDDLE INITIAL)	SOCIAL SECURITY NUMBER	DATE OF BIRTH (MO. DAY YEAR)	HEIGHT / WEIGHT

ADDRESS (STREET / CITY / STATE / ZIP CODE)	BUYING ☐ / RENTING ☐ / LIVING WITH PARENTS ☐ / LIVING WITH RELATIVES ☐ / PHONE (INCLUDE AREA CODE)

MARITAL STATUS	NUMBER OF CHILDREN	AGES (BY YEAR OF BIRTH)
☐ SINGLE ☐ MARRIED ☐ SEPARATED ☐ DIVORCED ☐ WIDOWED		

SPOUSE'S NAME	OCCUPATION	SPOUSE'S PLACE OF EMPLOYMENT	WHAT ARRANGEMENTS ARE PROVIDED FOR CHILD CARE?

INDICATE MAJOR ILLNESS, NERVOUS DISORDER, OPERATIONS OR INJURY IN THE PAST THREE YEARS

REFERENCES: LIST THREE, OTHER THAN RELATIVES

NAME	ADDRESS	CITY AND STATE	ZIP CODE	PHONE	MEANS OF TRANSPORTATION
NAME	ADDRESS	CITY AND STATE	ZIP CODE	PHONE	REFERRED BY:
NAME	ADDRESS	CITY AND STATE	ZIP CODE	PHONE	

SCHOOL

SCHOOL	NAME OF SCHOOL, CITY AND STATE	CIRCLE LAST YEAR COMP.	LAST YEAR ATTENDED	DID YOU GRADUATE?	MAJOR STUDY	
HIGH SCHOOL		9 10 11 12	19			
JR. COLLEGE		1 2	19			
COLLEGE		1 2 3 4	19			
TRADE SCHOOL		1 2	19			

HIGH SCHOOL GRADE AVERAGE	COLLEGE GRADE AVERAGE	SPECIAL INTERESTS AND ABILITIES

EXTRACURRICULAR ACTIVITIES, CLUBS, MEMBERSHIPS IN ORGANIZATIONS, HONORS, ETC.

MISCELLANEOUS

PREVIOUS EMPLOYMENT WITH THIS COMPANY ☐ NONE,	DATE: LOCATION:	REASON FOR LEAVING	PERSON TO BE CONTACTED IN CASE OF EMERGENCY

DATE AVAILABLE FOR WORK	ARE YOU WILLING TO WORK NIGHTS? ☐ YES ☐ NO	ARE YOU WILLING TO WORK WEEKENDS? ☐ YES ☐ NO	NAME

HAVE YOU EVER BEEN CONVICTED OF A FELONY OR MISDEMEANOR? (IF YES, SPECIFY CHARGE(S), LOCATION(S), DATE(S), AND PENALTY) ☐ YES ☐ NO

ADDRESS

CITY AND STATE

PHONE AREA CODE

ARE YOU WILLING TO TRAVEL?	HAVE YOU EVER MADE APPLICATION FOR A BOND WHICH WAS REFUSED?
YES ☐ IF YES, PLEASE SPECIFY BELOW NO ☐ IN STATE ☐ OUT OF STATE ☐	☐ YES ☐ NO IF YES, EXPLAIN:

MILITARY

BRANCH OF SERVICE	DATE ENTERED MO. YEAR	DATE DISCHARGED MO. YEAR	RANK OR RATE AT DISCHARGE	TYPE OF DISCHARGE	SELECTIVE SERVICE CLASSIFICATION	DO YOU BELONG TO A RESERVE ORGANIZATION? ☐ YES ☐ NO
MAJOR MILITARY ASSIGNMENT (TYPE OF DUTY)						

WORK HISTORY

NAME OF PRESENT OR LAST EMPLOYER	FULL TIME ☐ PART TIME ☐	YOUR DUTIES	REASON FOR LEAVING	
STREET ADDRESS	DATE STARTED MO. YEAR			
CITY STATE ZIP CODE	DATE LEFT MO. YEAR	SALARY	SUPERVISOR'S NAME	
NAME OF PREVIOUS EMPLOYER	FULL TIME ☐ PART TIME ☐	YOUR DUTIES	REASON FOR LEAVING	
STREET ADDRESS	DATE STARTED MO. YEAR			
CITY STATE ZIP CODE	DATE LEFT MO. YEAR	SALARY	SUPERVISOR'S NAME	
NAME OF PREVIOUS EMPLOYER	FULL TIME ☐ PART TIME ☐	YOUR DUTIES	REASON FOR LEAVING	
STREET ADDRESS	DATE STARTED MO. YEAR			
CITY STATE ZIP CODE	DATE LEFT MO. YEAR	SALARY	SUPERVISOR'S NAME	

APPLICANT COMMENTS _____

AGREEMENT I HEREBY AUTHORIZE YOU TO INVESTIGATE ALL STATEMENTS CONTAINED IN THIS APPLICATION. I CERTIFY THAT SUCH STATEMENTS ARE TRUE AND UNDERSTAND THAT ANY MISREPRESENTATION OR OMISSION OF FACTS WILL DISQUALIFY MY APPLICATION OR, IF HIRED, WILL BE CAUSE FOR DISMISSAL.

DATE _____ SIGNATURE _____

DO NOT WRITE BELOW THIS LINE

INTERVIEW DATE _____ INTERVIEWER _____ COMMENTS _____

WHAT WILL YOU SAY?

The following comments might be said when being interviewed. Place a check (✓) in front of acceptable comments. Place an (x) in front of those comments that should not be said.

1. "Well, here I am and only 10 minutes late."
2. "Hello, I'm _____. I have a 10 o'clock appointment with Mr. Jones."
3. "Man, this place sure is hard to find."
4. "What's keeping him so long?"
5. "Mr. Jones, I'm here to talk with you about the sales position you have in the men's department."
6. "Well, I don't know how I'll get to work every day."
7. "I don't mind hard work; and I'm willing to learn new things."
8. "Oh, I quit that job. Nobody likes that manager anyway."
9. "Yes, I am willing to take a low-paying job if there is a chance for advancement."
10. "I don't have any hobbies. I just sit around and listen to music."
11. "We're having all kinds of family problems. My sister has run away from home and my dad has been real sick. He's got to have an operation soon."
12. "I enjoyed working with different types of customers. I felt confident I could handle most problems that might arise with problem customers."
13. "I don't think there are many things I need to improve about myself."
14. "Well, that manager was too strict. He made everybody work too hard, not just me."
15. "Thank you for your time, Mr. Jones. I'll look forward to hearing from you soon about the position."

JOB INTERVIEW AND PLACEMENT

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Teaching time: 2 weeks

JOB MAINTENANCE

UNIT OUTLINE

I. On the Job
   A. Your First Day
   B. Your Attitude
   C. Expectations

II. Leaving a Job
   A. Why People Leave
   B. Letters of Resignation

GENERAL PURPOSE: To provide students with the understanding that the diligent and satisfactory performance of job duties and responsibilities will enhance their evaluation on the job and will lead to continued employment and/or promotion.

UNIT: Job Maintenance

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
I. On the Job A. Your First Day	Given information on beginning employment, the student will be able to cite the responsibilities that are expected of a new employee in a business with 90% accuracy.	(T/S) 1. Discuss the importance of time when employed. (S) 2. Choose a company with which you are familiar. Name the working hours of the firm and any other important time elements concerning a job in that business. (T/S) 3. Discuss the importance of asking questions or admitting "I don't know" when beginning a job. (S) 4. Write and then discuss some questions that may arise when beginning a new job. What problems may result if questioning continues for several weeks into employment? (S) 5. Rules in business are made for a purpose and are expected to be kept. Write down school and job rules that appear unnecessary to a beginning worker or student. Why is it necewsary for those rules to be enforced?	*The Job You Want and How to Get It*, pp. 83-92

UNIT: Job Maintenance

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(T/S) 6. Sometimes a new employee is asked to run errands. Discuss the fact that everyone starts at the bottom. Name some tasks that beginning employees might have.	
B. Your Attitude	Given information describing good and bad attitudes of co-workers, the student will be able to rank these attitudes from best to worst with 100% accuracy, thereby developing his/her own attitudes and qualities.	(T/S) 1. Discuss "Attitude is more important than ability." Name some good and bad attitudes that people have about their jobs. (S) 2. A healthy attitude at work can be developed. Name ways *you* can adjust your attitude at work or school so that you enjoy it more and others enjoy you more. (T/S) 3. Getting along with co-workers is essential if you are to be successful in your job. Choose the *good* behavior out of a list of actions.	

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(S) 4. Divide the students into five groups. Assign each group a type of worker to describe or characterize in one paragraph. The first group describes the best co-worker; each group after this moves closer to describing the worst possible co-worker.	*Job Seeking: How and Where,* pp. 35-41 *Making It Work,* Module 7 *Career Education Mini-Curriculum,* p. 3
		(S) 5. Choose the characteristics which you would like to improve upon and state how you think this could be accomplished.	
C. Expectations	Given a list of qualities that employers expect in employees, the student will be able to identify all of these qualities as they relate to his/her own working characteristics and personality. The student will find at least three qualities from this list that need further development.	(T/S)1. Write and discuss the qualities which employers will expect their employees to possess.	
		(T/S)2. Write and discuss the expectations of an employee from his employer.	*Job Seeking: How and Where,* pp. 35-39

UNIT: Job Maintenance

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
		(S) 3. Survey three business managers to get their expectations of workers. Have them rank the five qualities they expect most from their employees; compile the results and report to the class.	
II. Leaving a Job A. Why People Leave	Given ten reasons why people leave their jobs and two case studies, the student will be able to answer questions concerning the reasons people leave a job with 90% accuracy.	(S) 1. Working in small groups, list five reasons people are fired from their jobs using the employer's point of view and five reasons people leave jobs from the employee's point of view. (T/S) 2. Discuss the reasons with the class. (S) 3. Working in small groups, read the case studies and answer the questions at the end of each case. (T) 4. Discuss the answers with the class highlighting the impact of bad working habits.	*Career Exploration in Marketing and Distribution*, pp. 15-T-7, 15-T-8, 15-S-27

UNIT: Job Maintenance

CONTENT AND ESSENTIAL LEARNING	BEHAVIORAL OBJECTIVES	PROCEDURES AND LEARNING ACTIVITIES	RELATED RESOURCES
B. Letters of Resignation	Given the four elements that should be stated in a letter of resignation, the student will be able to write a resignation letter with 100% accuracy.	(T/S) 1. Discuss the importance of letters of resignation and the proper way to leave a job. (S) 2. Write a sample letter of resignation for an assigned job. Be sure to include the four important elements of a letter of resignation.	*Getting a Job: Process Kit*, pp. 21-24

JOB MAINTENANCE

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